

# BUSINESS EDUCATION WORLD

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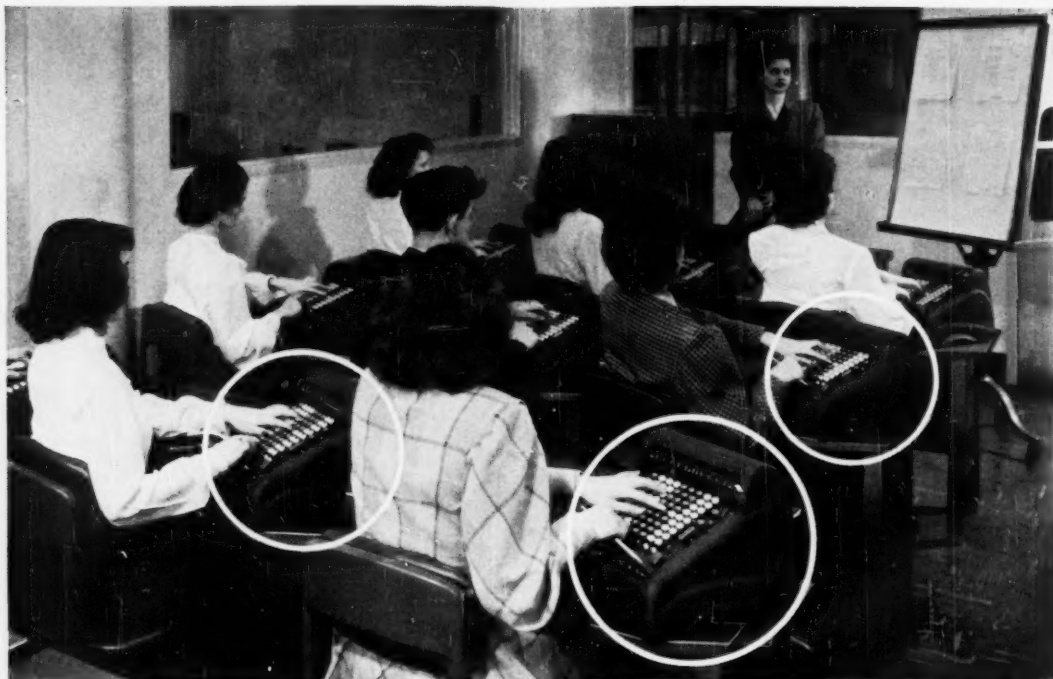
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# BUSINESS SCENE

## ■ The Tax Outlook—

Prospects for tax relief this year are improving—relief for both business and individuals. The showdown will come within the next 60 days. However, the Administration is still cold to the idea. It is making big savings in the budget for fiscal 1954, but not enough to achieve a balance. So, it prefers to hold taxes where they are—until yearend, at least.

• **Budget Cut.** The biggest budget cut so far has been in Defense. The President finally decided that Truman's \$41.5 billion appropriation for Defense could be cut deeply. This means: (1) a further stretchout in munitions schedules, and (2) less resistance to a tax cut. But the final decision is up to Congress. And Congress wants the cut. Members are being bombarded from home with demands that the GOP make good on promises of tax relief—make good *now*, not next year.

• **Excess-Profits Tax.** It seems an odds-on bet that June 30 will see the expiration of the excess-profits tax. Eisenhower has said he wants a substitute if this tax is allowed to die; but, so far, there's been no effort to evolve one, and no interest in it. The death of EPT would serve as a business stimulant. It would let corporations keep more than \$2 billion in their tills available for dividends or spending. The Administration makes no defense for EPT beyond the fact that the levy does bring in some revenue. Tax spokesman Humphrey considers the tax inequitable and unfair. Except for the revenue, he's against it.

• **Individuals.** Politics seems to favor a cut for individuals. If the GOP lets EPT die and doesn't vote relief for the wage and salary earner, then it faces a Democratic chorus that corporations are getting a better break than the voters. That puts steam under the Reed bill, which would drop the post-Korea boost on individuals—nearly 11 per cent, on the average—June 30 instead of December 31. The savings to taxpayers would add up to some \$1.5 billion for the six-month period. The House will vote on the issue this month.

## ■ Travel on the Cuff—

European travel is getting just about as effortless as a trip to Miami Beach. Red tape is down to a minimum, low-cost package tours bypass much of the planning and fretting, hotels vie with each other to serve homelike American breakfasts, and there's a car-rental agency behind every bistro. Now comes an international credit-card service, allowing tourists and traveling men to put their expense abroad on the cuff.

For \$5 a year, Go Europe n' Sign, Inc., Chicago, will supply a credit card honored by more than 500 businesses in Britain, France, Germany, Italy, Switzerland, Austria, Belgium, and the Netherlands. It's a single charge account covering many of the better hotels, restaurants, night clubs, shops, car-hire services, and guided tours.

• **How It Works.** The traveler signs chits, gets an itemized monthly statement, and pays in dollars to Go Europe. Go Europe, in turn, pays the hotel or restaurant keeper—and collects a small commission. The payments are handled through dollar accounts in nine European banks. In order to get permission from Continental governments, Go Europe agreed to handle all its business on a strictly official dollar basis.

## ■ Zigzagging Water Charts—

Television has had a terrific impact on U. S. society, but whoever would have thought that it would take a hand in regulating the flow of city water?

• **City engineers** began to notice the phenomenon several years ago. Demand for water during the evening and early night hours was becoming strangely erratic. One minute consumption would be running at normal levels. Then, for no apparent reason, it would drop by as much as ten per cent. It would stay down for perhaps half an hour. Then, suddenly, it would shoot up far above normal. A few minutes later, it would drop again. This would go on until about midnight.

City officials were mystified. Some blamed it on irregular drawing of water by large industrial plants. Others started looking for defects in their pumps and recording devices. Still others suspected some bizarre form of sabotage. When the right answer finally turned up, it surprised almost everybody. The culprit was television.

Engineers figured it out this way: Having exhausted all other lines of inquiry, they concluded that—unlikely though it seemed—the only possible explanation lay with the general public. Something was alternately keeping people away from water and, at regular hourly and half-hourly intervals, was releasing them.

• **The Solution.** Apparently, TV-watchers were waiting for the end of each show, or for the middle commercial, before heading for the kitchen or the bathroom. By checking TV program schedules against pumpage charts, engineers proved out their theory. The more popular the show, the lower consumption fell during the hour or half-hour, and the higher it shot afterward.

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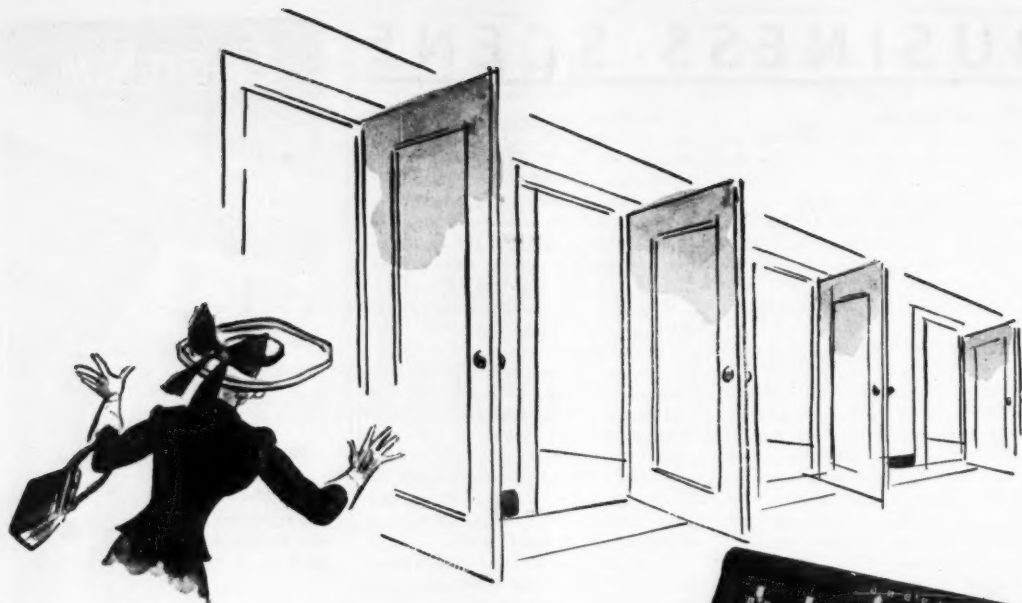
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# MONROE

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## Lo! The Poor School Ma'm!

We must learn to be brave about it

Schoolteacher Ruth Bruner, Northwestern State College, Natchitoches, Louisiana

**A**RE YOU PLANNING to spend your summer working in an office? Good. That's grand! Nothing like a good dose of practical business experience to put zest into your teaching.

And nothing like a dose of practical business experience to open your eyes. You'll be surprised at what you'll learn—and it won't be all about business, either. You'll learn a lot of things you didn't know about *teaching*.

Ask me. I was a stenographer for three months last summer; the things my co-workers believe about the teaching profession are little short of amazing. So maybe I'd better warn you.

### ■ You'll Be Pitied—

That's what I said—*pitied*! Listen to the girl who worked next to me:

"Gosh, I'd sure *hate* to teach school. All those papers to grade and parties to chaperon and meetings to go to. Now, there's one thing about working in an office. When I close my desk at five o'clock, I'm through for the night."

Except when one doesn't get one's desk closed—when, instead, one hears:

"Incidentally, Miss —, this week we must take inventory. Everybody has to help. 'Many hands make light work,' you know. Don't worry, though; we're certainly not going to stay later than ten o'clock."

Or this:

"By the way, Miss —, our St. Paul dealer, James Pillwell, is in town and wants to see a play. Of course, he is slightly overweight, and—well, er, none of us is as young as we once were, ha! ha! But I know you won't mind doing this for us. The rest of the girls seem to be busy tonight." (*Seem* is so-right.)

Or even this:

At five minutes to five, the boss hands you a sheaf of papers and murmurs carelessly, "Do you mind too much scanning these while you're rolling up your hair tonight and jotting down a one-page digest for the nine o'clock meeting? I'd appreciate it tremendously!"

You see? Five o'clock closing! All is blessedly over—they say.

### ■ Poor You, So Bored—

Or hearken to the girl you eat lunch with: "School teaching must be *deadening* work. You go through the same old grind year in and year out. There's just no excitement to it. I couldn't stand that. I've got to feel that I'm really accomplishing something—that I'm really helping to move the wheels of industry, so to speak."

Oh, come now! A sample of summer transcription:

"Dear Sir: This is to acknowledge your letter of the 30th. We are enclosing the booklet you request, *What Burris Buttons Can Do for You*. Yours truly,

"Gentlemen: This is to acknowledge your letter of the 15th. Thank you for saying you like our buttons. We are enclosing our new brochure. Sincerely yours."

Truly, I played a Significant Part in Big Business!

### ■ The World of Men—

And somebody always brings this up: "I'd surely hate to be a teacher and never see anybody but other women. How do you ever meet any single men? It's ever so much more fun to work with men!"

Let's look at my fun-loving summer supervisor, Mr. Moore—a meek, mild-

mannered little man who wouldn't insist on a profit of more than \$10 for his mother's right arm.

After my first two hours of dictation, Mr. Moore gave me a fatherly smile. "Now," he said, graciously offering me an old cigar butt to dispose of, "there's absolutely no hurry about getting those sixty letters typed. No rush at all. It's only 10 o'clock now and I shan't have to sign them until after lunch. We like our young ladies here to feel at home—to enjoy their work."

Bless his kindly old heart!

In my office there were loads of fascinating men, though. Twenty in all, to be calculating about it. Nineteen of them married—the other, the office boy, hadn't started to shave yet.

### ■ The Mad, Mad Rush—

Then, of course, somebody always feels sorry for you because you aren't used to the fast pace of business. You've heard it: "Time is Money—this mad rush and bustle to get Big Things done!"

That one honestly threw me for the first few days. To understand what I mean, just stand in the doorway of any large office at ten o'clock in the morning and see how fast everybody moves. All the stenos and bookkeepers rushing for the coffee counter. Through diligent effort, I learned to rush and hustle with the best of them.

Yes, indeed, you poor old school teacher! You're lucky to be able to work in an office. Be sure to make the most of those few months. Then, if you're like I am, come September 1, when you walk into your classroom to take up your own work, *you'll be the happiest schoolma'm in the business—and I don't mean Big Business.*



1. NEW NCR MACHINE is "just an adding machine," but it will calculate and keep books for you.



2. NEW TWO-TOTAL machine adds two problems, like Sales and Commissions, at the same time.

## ADDING MACHINES THAT "THINK"

### Business Education World Reports:

**A**SK THE AVERAGE person what an adding machine is. He'll reply something like this: "Well, it's a machine with numbered buttons on it, and you punch these buttons according to the figures you want to add. The machine prints these amounts on a tape and adds them up. Some machines subtract, too."

You'd have to say a lot more than that about them these days. Manufacturers are making adding machines more and more versatile; within the past year, for example, National Cash Register has announced the release of 18 new models, among which are some real eye openers.

#### ■ Little Bookkeeping Machine—

Note the machine in Figure 1, for example. Despite its complex appearance, it is still nothing but an adding machine—with some important extras. It has a carriage, and it's wide; it moves automatically from column to column, enabling posting entries to be made in a manner similar to the most expensive bookkeeping equipment. It doesn't do everything that a bookkeeping machine can do—NCR has such machines, too—but it performs many of the operations that businessmen use bookkeeping machines to accomplish.

Accounts receivable is the job being

done in the illustration; the customer's statement, the individual accounts receivable ledger card, and a journal are being prepared simultaneously. The old balance is picked up, the invoice or reference number entered (the date prints automatically), the charge or credit posted, and the new balance extended by the machine.

A second pick-up of the old balance gives an automatic proof of posting accuracy. In brief, the records obtained are identical with those made for this operation by more costly bookkeeping machines.

Accounts payable, payroll, and stock records are among the other jobs that can be done on this desk-model posting machine. The manufacturer claims that the machine is as easy to operate as an adding machine—that, in fact, it is an adding machine.

How has the machine been adapted? By introducing several big-machine features:

1. The position of the carriage automatically controls the functioning of the machine. In the column for the date and invoice number, for example, the machine automatically prints the date as the invoice number is entered; at the same time, the invoice number is prevented from being added into the machine. Punctuation is also automatically controlled; the invoice number prints the comma, as 1,234—not 12.34.

In the charges column, for another

example, the machine automatically adds; in the credits column, it automatically subtracts and prints in red. The operator does not have to depress separate operating keys; he sets up his figures and touches one motor bar—and the position of the carriage activates the mechanism, "tells" the machine what to do.

2. Credit balances are fully automatic, too. They print in red.

3. Charges print in black; credits or cash in red.

4. The machine can be changed from one job to another in a few seconds—just remove one control bar.

5. The whip-handle injector (at the right side of the machine just above the right carriage knob—it looks like an inverted "L") makes form insertion and removal fast and simple.

6. The machine has a split platen, which permits the recording of a journal tape at the left at the same time that other records, such as customer's statement and ledger card, are posted on the right side.

7. Another convenience is the ease with which special printing keys, such as *Suit*, or *Shoes*, or *Purse*, etc., can be put on the machine.

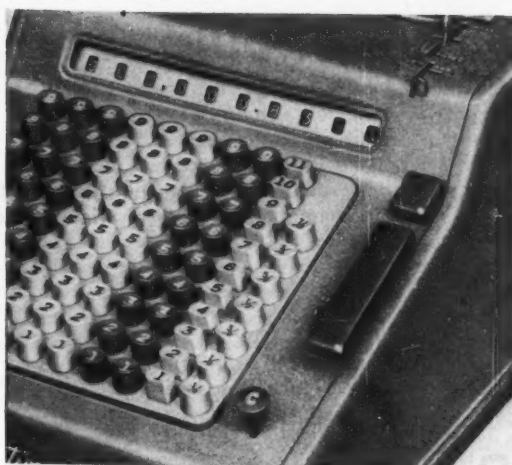
8. Yet the machine can still be used for normal adding—flip a switch and insert adding-machine tape.

Why such a machine? Its possibilities as a combination adding machine and low-cost special-purpose bookkeeping





3. ANOTHER TWO-TOTAL machine adds and lists the two problems for you in separate columns.



4. FRACTIONS, TOO, are added. This machine adds 8ths (right-hand column), for example.

## Modern adding machines can perform surprising feats—

from posting customers' accounts to calculating profit percentages

machine or obvious, particularly to the small businessman whose finances or volume preclude the use of more expensive and complex bookkeeping machines.

### ■ Two-Total Adding Machine—

Another machine that is "more than an adding machine but still an adding machine" is the two-total adding machine shown in Figure 2.

You can add into either the "A" or "B" totals, simply by touching either the "A" or "B" motor bar. You can subtract from either total at any time. You can add into both totals at the same time. You can subtract from both totals at the same time. And you get an automatic credit balance from either total.

NCR makes another model, shown in Figure 3, that will automatically shuttle back and forth on a wide adding-machine tape, printing first in one column, then in the other—and, at the same time, automatically accumulate the two columns in separate totals. For cost price and selling price, for inventory quantity and amount, for sales and commissions, for old and new balance—in short, any two-total job—the machine is bewilderingly efficient.

### ■ One Adds Fractions, Too—

The fourth illustration shows another adding-machine variation. The last two columns at the right are fraction keys—*eighths* on the extreme right, *twelfths* in the adjacent column.

On a machine like this, you can add feet, inches, and eighths of inches at the same time; the machine will automatically accumulate and convert the fractions into the proper answer. If you wanted to add 15 feet 9 $\frac{3}{4}$  inches, you enter 15 . . . 9 . . .  $\frac{3}{4}$ . Now, to add in 138 feet 8 $\frac{1}{2}$  inches, you enter 138 . . . 8 . . .  $\frac{1}{2}$ . The machine prints the answer, 154 feet 6 $\frac{1}{4}$  inches. Of course, you can add as many figures consecutively as you like. The equipment can be ordered with just about any kind of fractions desired—8ths, 12ths, 16ths, 24ths, 32nds, etc.

### ■ New Things on Basic Machines—

Manufacturers are designing adding machines that handle a host of figuring problems that once could be done only by expensive accounting equipment; but what may be the more significant development is the improvement that manufacturers are making in their standard, regular-line adding and subtracting machines.

The pictured NCR machines, for example, all have calculating dials, which enables an operator to perform multiplication and division problems on the same machine, too. It's dazzling to think of the implications: at a price little above that of any quality adding machine, the businessman can now get a machine that not only does the business of adding but also serves as a calculator and as a bookkeeping machine!

• *Other New Features.* When you take a total, all you do is touch a button and the machine automatically (a) skips a space, (b) prints the total, and (c) jumps the tape up to the exact position where you can tear it off.

Any time you start to add, the machine automatically prints a little triangle opposite the first figure if the machine is clear—that's the "clear signal"; no triangle, the machine is not clear.

All subtractions print in red, which makes them stand out clearly from added items. The automatic red credit balance is handy, too.

Even the tape control is ingenious. There's a little four-way switch on top of the machine, so that you can get (a) plain, single spacing, (b) single spacing with automatic "jump tape" when totaling, (c) double spacing, or (d) non-print and non-space for use when using the calculating dials without the tape.

### ■ Yes, Adding Machines That Think—

Some of the jobs that can be done today with adding machines are hard to believe until you actually see them in performance. In our opinion, this is fulfilling a real need in the business world—getting these thousand and one jobs done mechanically, and at a reduced cost, when office help is in short supply and at a premium cost.

You'd vow that the machines really do think!

# Who Should Study Clerical Practice?

The question is not hard to answer when you have specific objectives and you view the course as a special class for very special students

Third in a Series by Dr. Harry Huffman  
Virginia Polytechnic Institute

**S**HALL WE take all comers in the clerical-practice course — left-overs and failures — or a selected group? Your answer depends on the objectives of your course. Vague objectives make selection easy—the problem is solved by taking all who apply. Because most of us do not wish to do that, let us assume that we have crystal-clear objectives—and, so, a selection problem.

## ■ What ARE the Objectives of the Course?—

We should have crystal-clear objectives. They are readily defined by the purposes anticipated by the three agencies concerned: student, employer, and school.

- *The primary objective of the student* is to obtain the kind of training that will enable him to secure an office job that will provide him a living. He wants to understand the requirements and opportunities for clerical work, to select a clerical occupation with due regard for its requirements and opportunities, to prepare for the job, and finally to secure a position and make satisfactory adjustment to it.

- *The employer sees three* objectives in the course: he wants it to give him clerical employees who are interested and find enjoyment in their work; some clerical employees who desire to make clerical work their career; but—above all—many *well-trained* clerks.

- *The school* has two objectives—to discover potential clerical workers while they are in school, and to provide a definite program for training them.

These objectives, together, comprise the basis for a course in clerical practice.

## ■ The Course Is for Students With Special Ability—

Much is gained if we view clerical practice as a special course for students with special abilities. If we can match the special abilities required for each major area in this field with the special abilities of the students, we have a basis for constructive and successful selection of students.

- *What are "special abilities"?* There is the student whose special ability is rapid, independent, and continuous finger action—he may become an excellent key-drive calculator operator. A student whose smile, voice, and appearance are pleasant—they represent her special

ability—may be trained as a receptionist. Another, who copies figures accurately and painstakingly and who makes simple computations with care and responsibility, can learn to work with the payroll, cost accounts, petty cash, or other financial records. All these personal attributes represent "special abilities."

- *Employers will tell you* that they want workers who will find satisfaction in doing routine, repetitive office work. Such satisfaction is often dependent on temperament, intelligence, and character traits. Some students have temperaments suited to doing routine, repetitive work accurately and rapidly; others do not. *Those who do, have a special ability that employers want.* High abstract intelligence may be a hindrance to the completion of routine work. The practical "common sense" kind of intelligence that enjoys doing and completing work in an orderly, systematic manner is an aid in the office. The character traits of responsibility and dependability are additional aids. Office managers prize the proper combination of temperament, intelligence, and character traits in clerical employees.

- *The "proper combination"* is not difficult to find among high school students. We then need only to find and to develop one special ability. Thus, when we turn out a clerical worker who can post receiving and shipping tickets to a perpetual inventory book accurately, neatly, and with pride and enjoyment, we are of service to the worker and to the office manager who needs her. If she gets along satisfactorily with other office workers and is loyal to the firm, she is not a low-ability person; she is a *rare* individual, to be eagerly sought and trusted. She has "special ability."

To be sure, we must acknowledge that the employer will be looking for some employees who are material for advancement; but we must also acknowledge that there are a great many routine jobs in offices, and that not all can lead to higher positions. The office manager must strive for reduced employee turnover. Consequently, he does not want to employ many persons whose intelligence and temperament will cause them to become dissatisfied quickly. *Therefore, let us recruit into the clerical-practice class large numbers of special-ability students to whom we can render a real service by preparing them for permanent clerical work.*

## ■ Students Are "Selected," Not Just "Accepted"—

Many who work with the problem of selecting stu-

dents for *stenographic* training may wonder what advantages there are in "selecting" students for *clerical training*, which (as we have indicated previously in this series) can provide valuable training for a wide variety of abilities. The answer: Selection improves *any* program.

- *Selection provides* the student with confidence and security. Everyone likes to be selected or to know that there is a basis for selection in his field.

- *Early identification* of a prospective clerical worker enables the school to start his training sooner.

- *Selection avoids* the fallacy that clerical practice—or any other course—is a dumping ground for those who fail other courses.

- *Selection emphasizes* to other teachers, counselors, and administrators the positive approach to recruiting students.

- *Selection enables us* to give recognition to the fact that not everybody is suited for clerical training.

#### ■ With Student Selected, His Work Must Be Selected—

When the student has been admitted to the course, the selection process is not yet completed; we must select the type of clerical training that he is to undertake. Last month we enumerated here fifteen areas of training and stated that no student could possibly complete them all; we must continue the selection process by selecting

the units that the admittee will be directed or encouraged to undertake.

Each student should excel in several units. He will not be expected to reach a high standard in all units. He may be expected to spend more time in developing his special ability in certain units. For example, the figure clerk will do as many record-keeping units as possible—and may not be required to devote any time to the receptionist or switchboard-operator units.

#### ■ How "Special Abilities" Fit Clerical Jobs—

- *Finger dexterity* is manifested in rapid, independent, co-ordinated, and continuous finger action. Students who rate high in this ability may well become clerk-typists, key-drive calculator operators, key-punch operators, computing-machine operators.

- *Manual and body dexterity*, in general, are revealed in rapid, simultaneous, co-ordinated, and continuous body movements, of which hand movements are especially important. Students who have this ability may qualify well for positions as mail clerks, file clerks, posting clerks, sorting clerks, duplicating clerks.

- *Social skills* involve getting along with people—employers, other employees, patrons of the business, persons talked to on the telephone. This ability is important to the switchboard operator, receptionist, chief clerk, supervisor, even to the office manager.

Clerical practice offers opportunity for many kinds of students when there is matching of (a) students' special clerical aptitudes with (b) specific training units that qualify students for (c) the kinds of clerical openings in local offices. A visit to any good clerical class (like that of Miss Louise Moses in Granby High School, Norfolk, at right) reveals students doing variety of training units. Local clerical opportunity and procedure are defined by office visitation, as (below) a teacher and two students of Roanoke see payroll forms and (below, right) author and Roanoke students visit general offices of the Norfolk-Western Railroad.

Granby High yearbook photo



Norfolk-Western RR photo



Norfolk-Western RR photo



• **Specific mental skills** include computation, verification, auditing, checking, number copying, number entering, classifying, coding, spelling, reading for meaning, vocabulary, and so on. These special abilities, in various combinations, are essential to becoming a billing clerk, payroll clerk, accounts-payable clerk, personnel forms clerk, cost clerk, etc.

#### ■ Course Prerequisites, Bases for Selection—

It is fine to be able to give clerical-aptitude tests to students; but not all of us will find it possible to use them. We must consider other factors; we may establish some of them as prerequisites for entrance:

• **Interest** is the first prerequisite. Unless each student has an impelling desire to work in an office, the course degenerates into a handy elective credit.

• **Ability to take responsibility**, as demonstrated through previous records, is another prerequisite.

• **Elementary typewriting skill** is a third prerequisite, for typing is basic to clerical work.

• **Another desirable prerequisite** includes the completion of one or more of the following courses: general business, business arithmetic, and record keeping.

• **Of the following six skills**, the student should have at least three:

1. Average finger dexterity
2. Average manual and body dexterity
3. Social behavior at age level
4. Ability to read at eighth-grade level, or above
5. Legible handwriting
6. Computing ability at eight-grade level, or above

• **Of the six skills above**, the student should have very substantial skill in at least one skill. This skill would be the basis for occupational competency for a certain kind of clerical work—his “major.”

#### ■ Identifying the Special Ability of a Student—

Several rules of thumb can be used in identifying the special-ability student. *First*, look for the basic personal traits of responsibility, dependability, and accuracy. *Second*, look for three skills that are not below minimum levels. *Third*, look for one skill that is at a level twice that of the poorest student in the grade.

• **Identifying Finger Dexterity.** The student's typing rate is the simplest index. Students with one year of instruction who type less than 30 words a minute have little finger dexterity; those who write at 60 or above, obviously, have considerable dexterity.

• **Identifying Manual Dexterity.** The “sorting the cards” test is good. See how many seconds it takes students to sort into suits a thoroughly shuffled deck of 52 playing cards. (Or, use 52 three-by-five cards, one-fourth of which are marked A, another fourth marked B, another C, and the last D; shuffle the cards thoroughly and let the student sort them into piles as marked.) Suppose the poorest dealers take 52 seconds and the fastest dealers only 26 seconds (results the writer obtained from college students); obviously, the quicker have outstanding manual dexterity.

• **Identifying Social Skills.** There are three social relationships important to office success that have measurable parallels in the school: (1) the relationship of a student to his classmates parallels and predicts the relationship of the office worker to his associates and co-workers; (2) his relationship to his school leaders and instructors parallels and predicts his relationship to his job supervisor; (3) his relationship to a group of students whose leader he is appointed parallels and predicts his relationship to his subordinates in an office. The student's rating on these three relationships can be identified by these three rating scales:

##### A. Ability to work as a member of a group:

1. ☐ Needs to be forced to do his share.
2. ☐ Needs to be prodded and urged to do his share.
3. ☐ Always does his share when encouraged.
4. ☐ Helps to determine his share and does it without further supervision.

5. ☐ Will assist others when necessary to keep things moving and to get the whole project completed.

##### B. Ability to work under leadership:

1. ☐ Purposely causes dissension in your group.
2. ☐ Is often a special problem when you conduct group activities.
3. ☐ Works well under your leadership and direction.
4. ☐ Gets others to work under your leadership.
5. ☐ Successfully acts as chairman of committees in the group.

##### C. Ability to assume leadership:

1. ☐ Is incapable of getting others to share in work—all efforts tend to result in disintegration of the group or in the need for selection of a new leader.
2. ☐ Has difficulty maintaining leadership; others attempt to take away responsibility.
3. ☐ Is successful in getting others to share and to complete work projects.
4. ☐ Is often chosen to act as leader when a piece of work is to be done.
5. ☐ Is successful in getting others to assume responsibility for supervising a small group.

These three scales are sufficient, for practical purposes, to determine the level of social skills of the student. The scales are simply interpreted. A person who rates below 2 on scales A or B is an extremely poor risk in office work. An average 4 to 5 indicates special ability in social skills.

• **Identifying Reading Ability.** Reading ability can be determined fairly easily by a classroom teacher by any of the following: (a) average school marks in eighth-grade or ninth-grade English; (b) interviews with present teachers in English and social-studies classes; (c) number of words the student can read orally, when timed; or (d) having the student write in own words his comprehension of what he has read.

• **Identifying Handwriting Ability.** Samples of the student's best work in pen and ink can be evaluated on any professional handwriting scale or a scale of your own.

The latter can be prepared by anyone who recognizes that slant, spacing, letter formation, alignment, and letter quality are elements of handwriting. You build your own handwriting scale by taking a quantity of specimen papers and sorting them—*first* into three piles, “above average,” “average,” and “below average,” with approximately 30%, 40%, and 30% in the three piles; then *secondly*, into five piles by dividing the two 30% groups into respective 10% and 20% groups, so that you end up with about 10% “excellent,” 20% “good,” 40% “average,” 20% “poor,” and 10% “very poor,” with a representative sample at each of five levels.

• **Identifying Computing Ability.** Computing can be measured with considerable accuracy in a copy-and-total test. Since a great deal of figure work in the office involves copying and totaling numbers, place on the chalkboard a series of problems in addition that contain three or four items, each of which has two, three, or four digits, as:

(A)	.87	(B)	12.50
	1.52		6.93
	6.50		.48
			1.05

The first problem would count 8 points because it contains 8 digits; the second problem, 12 points. Time the students for ten minutes and score the papers on the basis of the number of digits in the problems copied and added correctly. From the scores, it will be easy to ascertain which students have average and which have “special ability.”

#### ■ Conclusion—

Once you have identified and selected some special-ability students for your clerical-practice program, help each student line himself up for one or more of the clerical jobs related to his special ability. Teach well. You will soon show that clerical practice is a special class for very special students.



Remington Rand  
Introduces the  
Office-riter, a



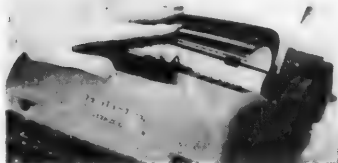
## New In-Between-Size Typewriter



It has 10.3-inch line of writing



It has front-view, hand-set margins



It will make as many as 10 carbons

**F**OR A LONG TIME the world has thought of typewriters in two sizes—the standard office machine and the portable. But there has long been a need for an in-between-size machine. It would be a machine for small offices, such as those of doctors and lawyers and small retail stores. It would be a machine for use in study alcoves in libraries, seminar rooms, teachers' offices. It would be a heavy-duty machine for the home use of authors of books and of teachers who type stencils.

Compared with a portable, the new machine would need to be bigger and sturdier, capable of taking more punishment, of making more carbons, of typing good stencils, of tabulating for billing. Compared with a standard machine, it would be smaller, easier to move to a table or desk top or to put away in a cabinet, requiring no special table or stand—and costing much less, too.

Recognizing the need, Remington Rand has produced such a machine, its new "Office-riter" model. It is small, compact, streamlined, but, at first use, it proves to be completely standard in feel and function.

The Office-riter has a full-sized carriage. It will take 11-inch-wide paper. It types a 10.3-inch line of writing—103 pica spaces or 123 elite, which is more than on any other standard 11-

inch carriage machine on the market.

It has front-view, hand-set margin stops atop the paper table. You see the handles of the stops and a clear scale; you press the handles down toward you and slide them to wherever you want the margin stops to be—without moving the carriage at all.

For tabulating and indenting, the Office-riter has what RR call "Miracle Tab." There's a tab key at the right side of the keyboard, which is standard, but a great innovation—the tab stops are set and cleared by one lever key, positioned beside the left shift lock. You push the lever up to set a stop, down to clear a stop, without raising the left hand from the keyboard.

The keyboard itself is completely standard in key-cap size, key dip, spacing, touch, and arrangement. Single, double, and triple spacing is provided for. You'll find, too, a backspace key, variable line spacer, permanent card finger, and a two-roller paper-clamp bail.

The machine, RemRand vows, is also standard size in performance. It will cut stencils, make up to 10 carbon copies, write on cards and little slips of paper, and produce print as even as that of a standard manual machine.

The Office-riter weighs 15 pounds 5 ounces, comes with plastic dust cover, and lists at \$113.50.

# MIMEOGRAPH DUPLICATION

## A SCALE FOR RATING PERFORMANCE

**T**HE BOARD OF EXAMINERS of the Board of Education prepares eligible lists for appointment to the public schools of New York City. Among approximately 20,000 persons tested each year, there are between 800 and 900 applicants for school-clerk positions. In order to improve the quality of mimeograph duplication in the schools, it was decided to include a mimeograph performance test in the examination for selecting qualified school-clerk personnel.

The scale used to evaluate performance in mimeographing is the sixth revision\* of the original. The test conditions for administering the scale were devised to make the results as competitive as possible, as required of a Civil Service body. However, it seems to us that the scale may also serve as a teaching device, since the more desirable practices are assigned greater credit and the less desirable or incorrect practices are assigned less credit or penalized. It is to provide such a device that the test and scale are published here.

### ■ The Testing Procedure—

- *Applicants are informed* three weeks in advance of the test that (1) they will be expected to be familiar with both Royal and Underwood typewriters; (2) they will be required to use touch typewriting technique, since the keyboards on the typewriters to be used are blank; and (3) they will be tested on a Model 91 A. B. Dick Mimeograph Machine, hand operated.

On arrival in the assembly room at the examination center, each applicant is assigned a number so that the test may be administered impersonally.

After reading his instructions, he proceeds to the typewriting room, where he is given the copy to be duplicated.

- *In the typing room*, the machines are pre-set so that adjustments of the paper bail, marginal stops, and other

**DR. ABRAHAM KROLL**  
Member of the Board of Examiners  
New York City Board of Education

elements must be made by the applicant. He is expected to clean the type before typing the stencil—the examiner has painted the type with a mixture of glycerine and lamp black thinned with carbon tetrachloride. Not more than three applicants are assigned to an examiner at one time.

From the time the applicant enters the room and until he leaves, the examiner records observations on the rating scale by circling the credits or demerits keyed in the right-hand columns. Important also are the record of time of arrival, time of leaving, the condition in which the work space is left, and the neatness with which unused and excess materials are returned to the supply table. Before leaving, the applicant deposits his test copy and cushion sheet with the examiner; then the applicant goes to the mimeograph room, taking his instruction sheet and typed stencil with him.

- *In the mimeograph room*, the machines have been pre-set. The feed tables are down, the cylinders are covered with a protective cover at the "stop" position, the paper-feed lever is at "nonfeed" position, and the counter is set at zero. Supplies and materials are on a central supply table.

Again, not more than three applicants are assigned to one examiner. Four-fold screens mark off the work area for each applicant and prevent him from observing others who are being tested. The examiner's observations and records are made in the same manner as were those by the examiner in the typewriting room. When the applicant has completed his duplicating and filing, he hands in the cleaned and filed stencil, the duplicated copies (in-

cluding all paper that passed through the machine), and instruction sheet.

The test materials from both rooms are assembled, and rating is completed by judging the finished product and then summarizing the results with the Parts I and II ratings for typewriting and mimeograph operation. Thus, the final score is a composite of evaluations of (1) typing the stencil, (2) operating the duplicator, and (3) the product.

### ■ The Evaluation Scale—

- *The techniques* indicated in the rating scale may vary somewhat from those advocated by some of the manufacturers of duplicating machines. For example, the scale advocates cleaning all the mimeograph ink from the stencils before filing—a procedure important in our schools. We have noted that the mimeograph ink used in some of our schools is not of the best grade; in such case, if the inked stencil were placed directly in the file folder and if the file folder were merely absorbent paper, in a few days the ink would adhere and act as a glue, sealing the stencil to the file folder and preventing re-use of the stencil.

- *The scale* here presented deals with elementary techniques. It was developed out of experience. Only a few statistical techniques were used.

We believe the scale can be adapted and modified with ease to make it applicable to other models or makes, to open-cylinder machines, and to spirit duplicators.

- *The effectiveness* of the scale in selecting from among the applicants those who demonstrate mimeograph ability has proved itself during the past five years. No claim is made that mere observation without the scale might not have been equally effective; however, it would not have been equally impersonal.

The principals of the schools where new school-clerk personnel has been employed have commented on the improved quality of mimeograph work produced and on the increased willingness of clerical personnel to operate the machines. Many of the machines in the schools have been cleaned and maintained in superior, clean operating condition.

\*The Mimeograph Performance Test Scale was first drafted by the writer with the assistance of Mrs. Jane P. Reilly, assistant examiner. Revisions were made because experience indicated the need for change and expansion. In addition to Mrs. Reilly, Miss Clare M. Betz, assistant examiner, and Mr. Norman Weiss, chairman of the office machine operating department of the Central Commercial Vocational High School, contributed materially to the revisions.

Reprint copies of this 4-page article may be purchased, cash with order, from BUSINESS EDUCATION WORLD, as follows: first 100 copies, 10 cents each; additional copies, 5 cents each.

## Performance Test in Mimeograph Techniques

Applicant No.: .....

## INSTRUCTIONS TO APPLICANTS

1. Ask no questions during the progress of the test. All instructions are provided in typewritten form. If you wish to register a complaint or if you must ask a question, fill out a Question Card. Record your preliminary number in the upper right corner of the card. Consideration of your question will be included in the rating. Keep this set of instructions until the end of the test.

2. Put no mark of identification on any paper.

3. Applicants who remove parts of machines are expected to restore them correctly. Failure to do so will be deemed an adequate basis for an unsatisfactory rating.

4. Throughout the test, applicants are observed and rated on their ability to follow instructions; economy in the use of materials; economy of time; efficient organization of working materials; neatness and cleanliness in handling materials; and the condition in which you leave returned unused materials, the machines assigned to you, and the working spaces.

## PART I: TYPEWRITING THE STENCIL

5. The typewriters are Royal or Underwood with blank keyboards and pica type. You will be assigned to a machine and will be expected to know how to make adjustments of marginal stops, ribbon release, tabulator stops, paper guides, paper clamps, etc.

6. The materials are assembled on a supply table in the typewriting room. In following list, check NOW, in ink, the materials

you will need to type a stencil from a rough draft that will be given to you in the typewriting room:

- |   |   |
|---|---|
| <input type="checkbox"/> Brush                  | <input type="checkbox"/> Cloth                      |
| <input type="checkbox"/> Question card          | <input type="checkbox"/> Cellophane                 |
| <input type="checkbox"/> Stencil (blue)         | <input type="checkbox"/> Cleaning fluid             |
| <input type="checkbox"/> Cushion sheet          | <input type="checkbox"/> Typing paper               |
| <input type="checkbox"/> Newspaper              | <input type="checkbox"/> Carbon paper               |
| <input type="checkbox"/> Paper clip             | <input type="checkbox"/> Glass burnisher            |
| <input type="checkbox"/> Lead pencil            | <input type="checkbox"/> Container (glass or metal) |
| <input type="checkbox"/> Blank mimeograph paper | <input type="checkbox"/> Correction fluid           |

7. When you enter the typewriting room, deposit your personal belongings at the desk assigned to you. Then get the materials you need from the supply table.

8. Use only one stencil. When you type the stencil, follow all instructions indicated on the rough-draft copy, as well as any necessary corrections.

9. You should complete this part of the test in about 15 minutes. After you have typed the stencil, return all unused materials to the supply table.

10. Give to the examiner the test copy, the cushion sheet, and ONE of the preliminary number cards.

11. Report to the hall proctor with your typed stencil, this set of instructions, and the second of your preliminary number cards.

## PART II: DUPLICATING, CLEANING, AND FILING THE STENCIL

12. The mimeograph machine is A. B. Dick, Model 91, hand operated.

13. The materials are assembled on a supply table in the mimeograph room. In the list below, check NOW, in ink, the materials you will need for mimeographing 10 copies of your stencil and for cleaning and filing the stencil:

- |   |  |
|---|--|
| <input type="checkbox"/> Screw driver     | <input type="checkbox"/> Rubber band           |
| <input type="checkbox"/> Ink pad          | <input type="checkbox"/> Newspaper             |
| <input type="checkbox"/> Paint brush      | <input type="checkbox"/> Cleaning fluid        |
| <input type="checkbox"/> Rubber stamp     | <input type="checkbox"/> Bostich fastener      |
| <input type="checkbox"/> Mimeograph paper | <input type="checkbox"/> Protective cover      |
| <input type="checkbox"/> Cellophane       | <input type="checkbox"/> Question card         |
| <input type="checkbox"/> Paper clip       | <input type="checkbox"/> Container             |
| <input type="checkbox"/> Cam wrench       | <input type="checkbox"/> Retainer pad assembly |
| <input type="checkbox"/> Cleaning cloth   | <input type="checkbox"/> File folder           |

14. When you enter the mimeograph room, deposit your personal belongings at the work table assigned to you. Then get the materials you need from the supply table.

15. Reproduce 10 copies (and only 10) of your stencil. All paper that passes through the mimeograph machine must be handed in. Clean the stencil. File it in a folder. Attach one of the copies to the outside of the folder or provide some other adequate means of identifying the contents. Return unused materials to the supply table. Empty your wastebasket in the large bin provided for this purpose.

16. Assemble all test materials inside the folder in this order (top to bottom): all reproduced copies, less one copy for identification, if necessary; all paper that passed through the machine; the stencil; the backing sheet; and this instruction sheet. With a large paper clip, attach the second preliminary number card to the top left edge of your file folder. Hand the completed folder to the examiner.

Board of Education — *Cape* New York City *Cape*

Board of Examiners — *Cape*

110 Livingston Street } — *Centered*

Brooklyn 2, N. Y.

----- 19 -----

M \_\_\_\_\_

Dear Sir or Madam:

Please report for performance test for license to teach \_\_\_\_\_ in \_\_\_\_\_ schools on \_\_\_\_\_ 19\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M. at this office (room \_\_\_\_\_, 4th floor). Applicants who fail to appear for this examination will be denied license unless they are officially excused. Applicants should bring pen and ink, blue or blue-black. Preferably bring a pen. Very sincerely,

*fountain* 4 Spaces — The Board of Examiners

by \_\_\_\_\_

Ma \_\_\_\_\_

*Please prepare stencil for 8 1/2" x 11" paper. Center on the page.*

*Double Spacing*

This is the test given applicants. The rough draft is, of course, full-sized and presented on a separate sheet. Scoring scale, p. 492.

## Mimeograph Performance Test—RATING SCALE

## PART I: TYPEWRITING THE STENCIL

Applicant No. ....	Time of arrival at typing desk .....	DOES	DOES NOT
APPLICATION "DOES" OR "DOES NOT"			
A. Select correct materials needed, at one time	1	—1	
Select extra items	—1	0	
Return to supply table for additional items; for each extra trip	—1	0	
RATING (maximum +1; minimum —1)			
B. Check machine for clean type	1	—1	
Clean type by pouring fluid over brush into container; wipe off excess with cloth	2	—2	
Dip brush into dish with fluid or into bottle cap	½	0	
Dip brush into bottle, soiling the fluid	—2	0	
Use brush alone and/or cloth	½	0	
RATING (maximum +3; minimum —2)			
C. Preliminary machine adjustments:			
Release ribbon	½	F	
Set marginal stops	½	—½	
Set tabulator	½	—½	
Check tabulator	½	—½	
Set paper side-guide	½	—½	
Adjust paper clamps	½	—½	
Remove ribbon	—2	0	
Restore ribbon correctly after removal	1	F	
RATING (maximum +3; minimum —3 or F)			
D. Insert cushion sheet correctly	1	—1	
Fail to use cushion sheet	—1	0	
Align stencil correctly before beginning to type	1	—1	
RATING (maximum +2; minimum —2)			
E. Center heading by backspacing, or by counting, or by carriage scale	1	—1	
Attempt to center heading by any guessing method	—1	0	
RATING (maximum +1; minimum —1)			
F. Correct errors, as made, by using fluid	2	—1	
Make no errors	5	0	
Burnish error before applying fluid	½	0	
Excessive burnishing; failure to test fluid for thickness (each such item)	—½	0	
Type the correction after typing advance copy, then return to correct	2	0	
Type correction after waiting for fluid to dry, or by blowing on fluid	1	0	
Type correction immediately without waiting for fluid to dry	—1	0	
RATING (maximum +5; minimum —3)			
G. Skill in handling the typewriting machine:			
Lock shift for lengthy underscoring	1	—1	
Use backspacer with little finger	1	—½	
Use good key-stroking technique	1	—½	
Use good carriage return	1	—½	
Place copy on side of machine with best light	1	—1	
Evidence reasonable familiarity with touch system	1	—3	
RATING (maximum +6; minimum —3)			
H. Proofread completed work	0	—2	
Comparing with original before removal from machine	2	0	
After removal from machine	1	0	
RATING (maximum +2; minimum —2)			
I. Release stencil by using paper release	1	0	
By using cylinder knob	½	0	
By pulling stencil from the machine	½	0	
RATING (maximum +1)			
J. Reread instructions before leaving typing desk	1	—½	
RATING (maximum +1; minimum —½)			
SUBTOTAL ON TYPEWRITING THE STENCIL			
(maximum +25 points; minimum 0 points)			

## K. WORK HABITS, ATTITUDES (partial credits may be assigned):

Economy of time and/or materials	1	0
Good organization of working materials and personal items at work space	1	—1
Act slowly; jerkily, erratically (cross out inapplicable terms)	—2	0
Return materials to supply table and arrange them neatly	1	—1
Discard waste neatly; leave work space clean	1	—2
Hand in materials as directed in instructions	1	—1
Ask necessary questions, or make necessary complaint (attach card)	1	—2
SUBTOTAL ON WORK HABITS IN TYPING ROOM		
(maximum +5; minimum —4)		
Ass't Examiner .....	Time left typing desk .....	

## PART II: DUPLICATING THE STENCIL

Applicant No. ....	Time of arrival at mimeograph table .....	DOES	DOES NOT
APPLICANT "DOES" OR "DOES NOT"			
A. Select correct materials needed, at one time	1	—1	
Select extra items	—1	0	
Return to supply table to get additional items	—1	0	
RATING (maximum +1; minimum —1)			
B. Remove cover from cylinder; set it aside, or destroy it properly	1	F	
Tear protective cover or damage eyelets	—1	0	
Attach stencil efficiently and correctly (partial credit may be assigned)	5	0	
Remove backing before attaching stencil; injure eyelets (each such item)	—1	0	
Fail to lock clamps; press backing or paper against stencil (each such item)	—2	0	
Attach stencil in reverse or inverse position	—3	0	
RATING (maximum +6; minimum —6)			
C. Place sufficient paper on feed table (about 10X sheets)	2	0	
Place too little paper (less than 25 sheets) or too much paper on feed table	—2	0	
Hand feed sheets one by one	—2	0	
Adjust rubber feed pads	1	—1	
Adjust feed table to proper level	1	—1	
Adjust paper-feed control lever	1	—1	
Set counter dial for 10 copies	1	—1	
Run copies smoothly, with complete revolutions of the cylinder	2	0	
Stop sheet halfway through the machine	—2	0	
Produce an offset on the impression roller	—1	0	
Operate cylinder in reverse	—2	0	
RATING (maximum +3; minimum —6)			
D. Remove stencil correctly and efficiently	2	—2	
Tear eyelets or damage stencil in removing it	—2	0	
Reattach original protective ink-pad cover	1	—1	
Use new ink-pad protective cover	½	0	
Return cylinder to correct "stop" position	2	—2	
Give evidence of knowledge of operation of mimeograph	2	F	
Grope about	—2	0	
Fail to restore parts of machine removed during operation; damage machine	F	0	
RATING (maximum +5; minimum —3 or F)			
SUBTOTAL FOR DUPLICATING THE STENCIL (maximum +20; minimum 0 or F)			



### e. Filing the stencil:

Remove excess ink by blotting between newspapers at least three times	1	-1
Destroy soiled newspapers by folding them to prevent them adhering to wastebasket	1	-1
Fill cleaning brush by pouring fluid over brush	1	0
Fill cleaning brush by dipping into container, or use a cloth soaked with fluid	½	0
Fail to use fluid; or tear letters, or damage stencil (each such item)	-1	0
Use excessive amount of fluid	-2	0
Know nothing about cleaning a stencil; fail to clean stencil	-5	0
Attach copy to outside of folder with clip or staple; or mimeograph a copy of stencil on outside of file folder; or provide other means of identification	2	-2
Enclose materials in folder as directed	1	-1

**SUBTOTAL RATING ON FILING THE STENCIL** (maximum +5; minimum 0) =====

### F. WORK HABITS, ATTITUDES (partial credits may be assigned):

Economy of time and/or materials	1	0
Good organization of working materials and personal items at work space	1	-1
Act slowly; jerkily; erratically (cross out inapplicable terms)	-2	0
Return materials to supply table and arrange them neatly	1	-1
Discard waste neatly; leave work space clean	1	-2
Hand in materials as directed in instructions	1	-1
Ask necessary questions or make necessary complaint (attach card)	1	-2

**SUBTOTAL ON WORK HABITS IN MIMEOGRAPH ROOM** (maximum +5; minimum 0) =====

Ass't Examiner..... Time left mimeograph machine

### RATING THE COMPLETED WORK

		DID	NOT
<b>A. Centering of mimeograph copy on page:</b>			
Heading properly centered and copy well-placed on the page (partial credit may be allowed)	8	0	
Unequal margins—too far to the left	-2	0	
Unequal margins—too far to the right	-2	0	
Unequal margins—too high on the page	-2	0	
Unequal margins—too low on the page	-2	0	
Typing too wide on the page	-2	0	
Typing too narrow on the page	-2	0	
<b>RATING</b> (maximum +8; minimum -4)			
<b>B. Underscoring correctly</b> (partial credit allowable)	2	0	
Underscoring omitted	-2	0	
Unedited typographical error corrected	1	-1	
<b>RATING</b> (maximum +3; minimum -3)			

<b>C. Copy correct</b>	4	0
Added date; new paragraphs; added items not included in copy (each such item)	-1	0
Omitted item; changed upper case to lower; changed lower case to upper (each such item)	-1	0
Incorrect line spacing; incorrect spacing between words (each such item)	-1	0
Any other errors (each such item)	-1	0
<b>RATING</b> (maximum +4; minimum -0)		

<b>D. Mimeographed copies are clean</b> (partial credit may be allowed)	5	0
All copies are clear and legible	5	0
First copies blurred—too much ink	-1	0
First copies blurred—too little ink; or spotty—some legible, some not	-1	0
Excessive inking—operated machine too slowly	-1	0
Typing touch too light, or irregular	-1	0
Typing touch too heavy; o's chopped out	-1	0
Paper fed improperly; copy printed at an angle or wrinkled; creased	-1	0
Type stencil through typewriter ribbon	F	0
Corrections not detectable in reproduced copy	2	-2
Copy shows no errors	2	0
<b>RATING</b> (maximum +12; minimum F)		

<b>E. Ran 10 (and only 10) copies</b>	3	0
More than three blank pages included	-1	0
More than 13 sheets of paper used	-2	0
<b>RATING</b> (maximum +3; minimum 0)		

<b>F. Filed stencil is clean</b> (partial credit allowable)	5	-3
Deduction: fairly clean -2; poorly cleaned -4		
<b>RATING</b> (maximum +5; minimum -3)		

<b>G. Completed Part I in</b> ..... minutes		
(Less than 10 minutes, 6 points; 11-15 minutes, 5; 16-20 minutes, 4; 21-25 minutes, 2; 26-30 minutes, 1; 31 minutes plus, 0)		
<b>Completed Part II in</b> ..... minutes		
(Less than 12 minutes, 5 points; 13-17 minutes, 4; 18-22 minutes, 3; 23-27 minutes, 2; 28-32 minutes, 1; 33 minutes plus, 0)		

**SUBTOTAL FOR EVALUATION OF COMPLETED WORK** (maximum +40; minimum 0 or F) =====

### H. SUMMARY OF POINTS EARNED

Subtotal for typing the stencil	(max. + 25)
Subtotal for work habits in typing room	(max. + 5)
Subtotal for duplicating techniques	(max. + 20)
Subtotal for filing techniques	(max. + 5)
Subtotal for work habits in mimeo. room	(max. + 5)
Subtotal for completed work	(max. + 40)
<b>TOTAL POINTS EARNED</b>	(max. + 100) =====

Ass't Examiner..... Applicant No.....  
Date.....

## A SCALE FOR RATING PERFORMANCE

**Practice Using the Scale**—Should the reader attempt to use the scale for test purposes, it would be prudent to test three examinees at a time for an hour or more as a practice session. We find that experience in observing and rating is prerequisite to accurate and complete rating. Examiners must accustom themselves to locating promptly the element of performance to be rated. The circling of the "credit" or the "demerit" will permit of ease and speed in recording. The determination of partial ratings and the final rating may be left for a later time when all papers for any one examinee have been assembled.

**EXPERIENCE** in the use of the scale will also bring into focus the fact that examinees do things that the scale apparently did not anticipate. We have many notes of performances that are unique, and they usually represent things that novices have done incorrectly. The applicants come to an examination feigning that they know the machine. Some of them, for example, will turn every thumbscrew they can see, and they soon find parts of the machine falling off.

We have presented in the preceding three pages, a device that we believe to be practical for either testing or teaching mimeograph techniques.

1902-1952

## 10,200 Graduates Worth of Service From Aaker's Business College

### 50 Years—A Resume of Distinction

Aaker's Business College was founded on October 27, 1902 for the purpose of training young people for Business Careers. For fifty years we have held an important place in the lives of business men and women of the Grand Forks area. With the Red River Valley now almost entirely non-English speaking school. Many outstanding business men and women have received their training at Aaker's.

The excellent reputation of our school has been achieved by offering educational services to all. Countless immigrants from Norway, Sweden, Germany, etc. have learned to read, write and speak English. Scores of unfortunate victims of crippling diseases have been rehabilitated and trained to earn a living, and recently hundreds of returning veterans have been prepared for their rightful place in civilian life.

College officials and business men have long recognized Aaker's as supplying a definite educational need and have always given their wholehearted support. At present there are over 900 Aaker graduates employed in the Grand Forks area.

We enter our second fifty years with the determination to uphold our enviable standing by conscientious consideration of our students first, last, and always.



**AAKER'S**  
BUSINESS COLLEGE  
GRAND FORKS, NORTH DAKOTA



R. C. HADLICH  
President



CALMER HOVLAND  
Manager



MRS. ANNETTE AAKER  
Secretary, International Dept.

## GOLDEN ANNIVERSARY AT AAKER'S

**A**AKER'S BUSINESS COLLEGE, of Grand Forks, North Dakota, is celebrating its golden anniversary year. The school itself noted its anniversary with a handsome half-page announcement (above) in the Grand Forks *Herald*. Business houses took a full page to extend congratulations "on a half century of outstanding service to Grand Forks and community." A *Herald* feature writer did a fine story on Mrs. Aaker—she is still active in the school's program—and on the distinguished history of the school.

Aaker's was founded in October, 1902, by Mr. and Mrs. H. H. Aaker, along with another school in Fargo. They operated the two schools for sixteen years; in 1918, the Fargo College was sold (it is still operating, however—as the Interstate Business College). In 1929 Mr. Aaker passed on, and Mrs. Aaker took over the management of the school.

In 1931 Mrs. Aaker sold the school to R. C. Hadlich, who is still president;

but, although Mrs. Aaker sold the school, she has remained on its staff as a secretarial instructor. In 1945 Mr. Calmer Hovland, World War II veteran and experienced educator, was appointed manager.

• *Times have changed* since 1902! At that time Aaker's maintained a dormitory and cafeteria—board, \$1.25 a week; room, \$4 a month; tuition, \$9 a month.

Even Gregg Shorthand, which has always been taught at Aaker's, has changed, Mrs. Aaker notes. From hard, concentrated study on rules (which she remembers compelling the students to memorize—by number!) in the early books, up through the 1917 "green book," the 1929 "red book," the 1935 Functional "blue book," and the current *Simplified*, she has learned and taught them all.

• *Clientele.* Aaker's has graduated more than 10,000 students. In the first few years, the study body was made up 80 per cent of men students—mainly

farm boys who came to Grand Forks to prepare for business.

Because of its Norwegian name, Aaker's became the starting point for many immigrants. Unable to speak English and not finding a school that would accommodate them, hundreds of foreigners came to Aaker's, were accepted, and were taught both English and business. Teaching English has continued through the years; in 1952, for example, five Norwegians, one Swede, one Dane, one Hungarian, and one Mexican were taught to read, write, and spell English.

Another special function of Aaker's has been the training of Vocational Rehabilitation students; the school has specialized in training victims of crippling diseases; today Aaker's enrollment is 12 per cent Rehabilitation.

• *Says President Hadlich,* "We look forward with confidence. So long as Aaker's strives to give the same type of service as it has in the past, all will be well."

# They Must Learn to Write Letters

You can teach a lot in a few lessons  
if you tackle the problem efficiently

VIRGINIA REVA

University of New Mexico  
Albuquerque, New Mexico

**C**OMPOSING LETTERS is an important part of every stenographer's and secretary's work. It's a part that marks the young worker for advancement. It's a skill that too few of our graduates have mastered. It's an aspect of secretarial training that is too often overlooked. If we want to do justice to employers and to our students, we *must* teach our students how to write letters.

How? When? It is obvious that most high school students, and even a large proportion of college students, never get the opportunity to take a separate course in business letter writing. The program of study is crowded. The students' schedules are heavy.

But letter composition can be taught—to a workable degree, at least—within the framework of many of our present courses, if the training in letter composition is trimmed to a practical minimum. In the secretarial-practice course, for example, a strong unit on business letter writing can be introduced in the latter part of the semester. Every course in business English, obviously, can include consideration of business letter writing. Many programs in office training, office practice, and office machines can use a unit on business letter writing as one of the rotation topics.<sup>1</sup> Two points of philosophy dominate: *Where there's a will, there's a way, and half a loaf is better than none.*

## ■ Framework for a Capsule Course—

An intensive "course" in business letter writing can be developed around three basic aspects: (1) *a sound introduction* that defines the kinds of letters young office workers are going to be asked to compose; (2) *a set of guiding principles* on which the student can rely when composing business letters; and (3) *a series of practical experiences.*

## ■ The Sound Introduction—

The first point of instruction is to relieve the student of the fear that he is going to be asked to write long, complex, "important" letters. He won't be—either in class or on the job. Many studies of office duties have shown that the letters entrusted to stenographers and secretaries are highly routine: orders, inquiries, acceptances, reservations, appointments, and invitations.

These letters are important in so far as accuracy is

concerned; they are not important in the general sense of involving great matters of business policy. These letters are clearly routine. They are often little more than modified form letters, and they often emerge in the office from such a dictum as "And tell the same thing to this person, too." The letters are much like the letters found in every shorthand dictation book, as a matter of fact; and that is why it is not difficult to teach letter composition to students who have completed several terms of shorthand—they have "the patter" in mind.

## ■ The Set of Guiding Principles—

To provide a specific set of guiding rules, the instructor might very profitably prepare a mimeographed list of essentials for all letters. The following is a set of such materials worth duplicating:

### *Principle 1: Know the exact purpose of the letter.*

Before writing a word, always ask yourself, "What is the reason for writing this letter?" Is it to order something? To decline an invitation? To reserve a room? To inquire about something? To request an adjustment? To make an appointment? The specific purpose of your letter should appear in the opening sentence or two.

### *Principle 2: Avoid generalizations; be specific.*

Never order "a few" boxes of paper clips; state the exact number of boxes. Never reserve a room for "Thursday"; reserve it in the name of the individual who will occupy it; tell when he will arrive and when he will depart, giving the exact dates; describe the accommodations desired. For example, "Please reserve a single room with bath, at a moderate price, for Carl R. Higgins, who will arrive at 6:30 p.m. on Thursday, June 18 and leave about 4:30 on Saturday afternoon, June 20." Thus, the hotel learns in one sentence exactly what type of reservation to make, the name of the guest, time of arrival and departure, and price range.

It is impossible to assist a customer who merely walks into a store and asks to buy "something"; you must learn what he wants. Even though his request is for a "man's shirt," we still have to determine size, style, brand preference, pattern, type of cuff, and other factors before we can fill his order satisfactorily. That's true of all letters. We must be very specific as to what we want.

### *Principle 3: Be Polite.*

"Please" and "Thank you," or equivalent expressions, must be included in all letters. If we are too busy to write a few extra strokes to achieve politeness, we are too busy to merit business patronage.

### *Principle 4: Avoid repetitious expressions*

Repetitious expressions are boring, show lack of vocabulary, and take space. It is very rare that a two-page letter cannot be reduced to a one-page letter by the judicious elimination of repetitious expressions and by the linking of sentences. For example, take this paragraph: "Your order is being shipped today by express. Your order should be delivered by Thursday."

<sup>1</sup> It is interesting to note that one school included a unit in business correspondence in its advanced typewriting course; see Frank Hveem's "How We Combined Advanced Typing with Office Machines," *BUSINESS EDUCATION WORLD*, April, 1953, page 382.

If *your order* does not arrive promptly, wire us, for we want to be certain *your order* pleases you in every way." Too much repetition!

Until a person is willing to check his own writing and see that he actually is repetitious in construction, he will not believe that he is guilty. A student in one of my letter-writing classes protested that he could not "write fast enough to finish assignments in class"; he ignored my comments about his tendency to repeat certain words. After voicing his complaint for the *n*th time, he submitted his paper; I corrected it immediately, while he was looking on. Imagine his confusion when I encircled the two words, *you* and *your*, 97 times! He was dumbfounded; he began at once to crystallize his thinking *before* writing, to integrate ideas, and to dovetail expressions. He found that the quality of his work improved and that he had about 50 per cent less handwriting to do.

It is curious to note that many people think that they must write at least several sentences in order to cover a subject. The hotel-reservation letter mentioned above has only one sentence; one sentence suffices. "Mr. Clarke will be happy to join you at luncheon at 1:30 at the Hilton Hotel on March 23" is one sentence; again, one sentence suffices; it is an entire acceptance letter. More, it is courteous. It is specific. It tells all the host wants to know.

#### ■ A Series of Practical Experiences—

Ordinarily, two or three days are enough time to devote to the general principles we have outlined. The teacher will want to provide illustrations of *right's* and *wrong's* to reinforce the statement of each principle, of course. After that, just as many original letters as possible should be composed by the students. They should write at least 25 brief letters; as many as 50 is desirable.

Even after writing 50 letters, students are not necessarily expert business-letter writers; but they will have had that many opportunities to examine their own writing in the light of the four principles. Beginning workers rarely have composed anything but chatty personal letters to friends—letters to which the word "standards" can rarely be applied. Helpful as "pattern" letters in textbooks are, they do not automatically teach the art of writing; students must compose their own letters before they can feel the true import of the problem and the use of the principles.

It is the line of least resistance for students to rely on the teacher to provide details for the letters that they are composing. These students fail to think for themselves, to think through the situation. In business, these same students rely too extensively on the executive for help, too; they stifle their own initiative and wait for dictation of letters that they could have handled without assistance; they fail to make the effort that is demanded of those who seek promotion. Their standard objection, when thrown on their own, is "What shall I say?"

So, knowing what to say must be taught. Before hav-

ing students compose letters, I have found it advisable to review the following "points of response." These, too, are well worth duplicating and distributing to students.

**Orders.** Tell exact type of item. Quantity. Price, or price range. Brand, or trade name, if any. Method of payment. Number of the order, if known.

**Inquiries.** State exactly what you want to know. Divide the subject into specific points or items. When someone says, "Tell me all about your bookkeeping system," it is almost impossible to reply; the question is too general. Don't let your inquiries be "too general."

**Acceptances.** State exactly what is accepted—when; where; under what conditions. If declining, state reasons if good taste indicates they should be offered.

**Invitations.** Tell the type of occasion. Time. Place. Date. Dress. Guests. Cost. Reservations. If inviting a speaker, suggest a topic or general ideas that you know your group would enjoy hearing discussed; mention the length of the speech, size of audience expected, type of audience, payment to be offered (if any), arrangements for hotel reservation and transportation.

Factors similar to these should be described to the students so that they will learn how to think through a problem. Next, then, ordinary letters within the range of the students' interest and ability may be assigned; as:

Invite a speaker to our class.

Reserve a room for your employer; he is preparing to make a business trip to Chicago.

Ask for prices on ski jackets; you're going to need one during the Christmas holidays.

Make an appointment for a job applicant to interview your employer.

Assume your employer has agreed to make a speech; write his acceptance letter.

Write a helpful letter of reply to a student in another school who has asked for suggestions in organizing a business club like the one in our school.

It will readily be noted that these problems are purposely skeletal in nature; it is presumed that the students will be directed to use their imaginations in supplying all the details needed for an intelligible letter. The technique of analyzing points to be included is stressed; but, beyond that, students must learn to do their own thinking—to select reasonable dates, probable addresses, and so on.

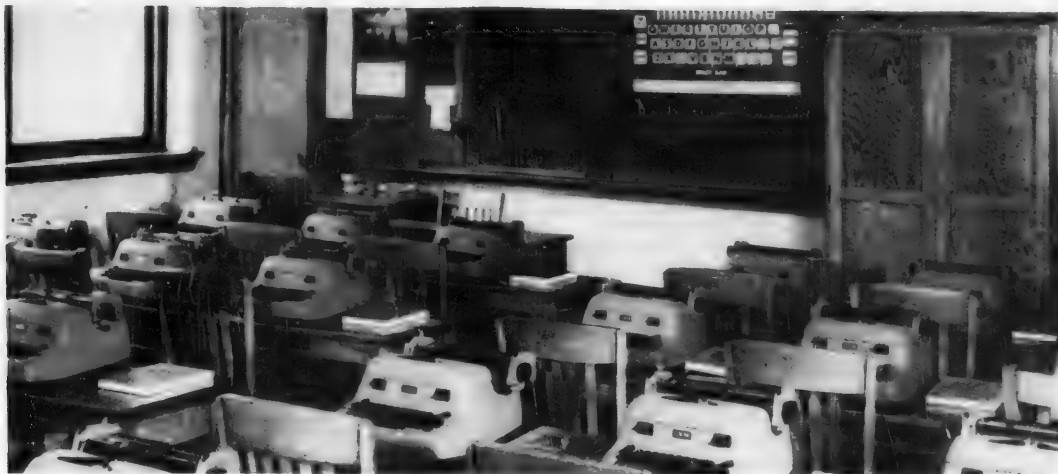
#### ■ And, in Summary—

The majority of secretarial-training departments can, if they will, squeeze in a capsule course in composing business letters even though there is no provision for a full-semester course for such work. Most of us long ago learned that, as we mentioned before, half a loaf is better than none.

It is desirable to have a whole semester for business correspondence; but every stenographic graduate must have *some* training in writing routine letters, and the principles and experiences outlined here are a rich minimum that can be inserted somewhere in every school's secretarial-training program.

The dynamic teacher is resourceful; he always manages to crowd in worth-while material that enriches his students; his classroom procedures are fluid and amazingly elastic; he is the one who knows how to pull from both ends so that his students have greater opportunities to grow.





## Wiring Plan for Electric Typewriters (3)

EVELYN F. KRONENWETTER, Bradford High School, Kenosha, Wisconsin



ELEVATED RECEPTACLES, such as shown above, are used to plug in machines and are located beside each of the ten tables.

WHEN OUR BOARD OF EDUCATION purchased thirty electric typewriters, some of the typing teachers began to wonder what our classroom would look like when we returned to it in September, 1952. Some had visions of wires and extension cords dangling from our two outlets and running to the thirty machines. However, we were pleasantly surprised to find our stationary tables in exactly the same location we had left them in June.

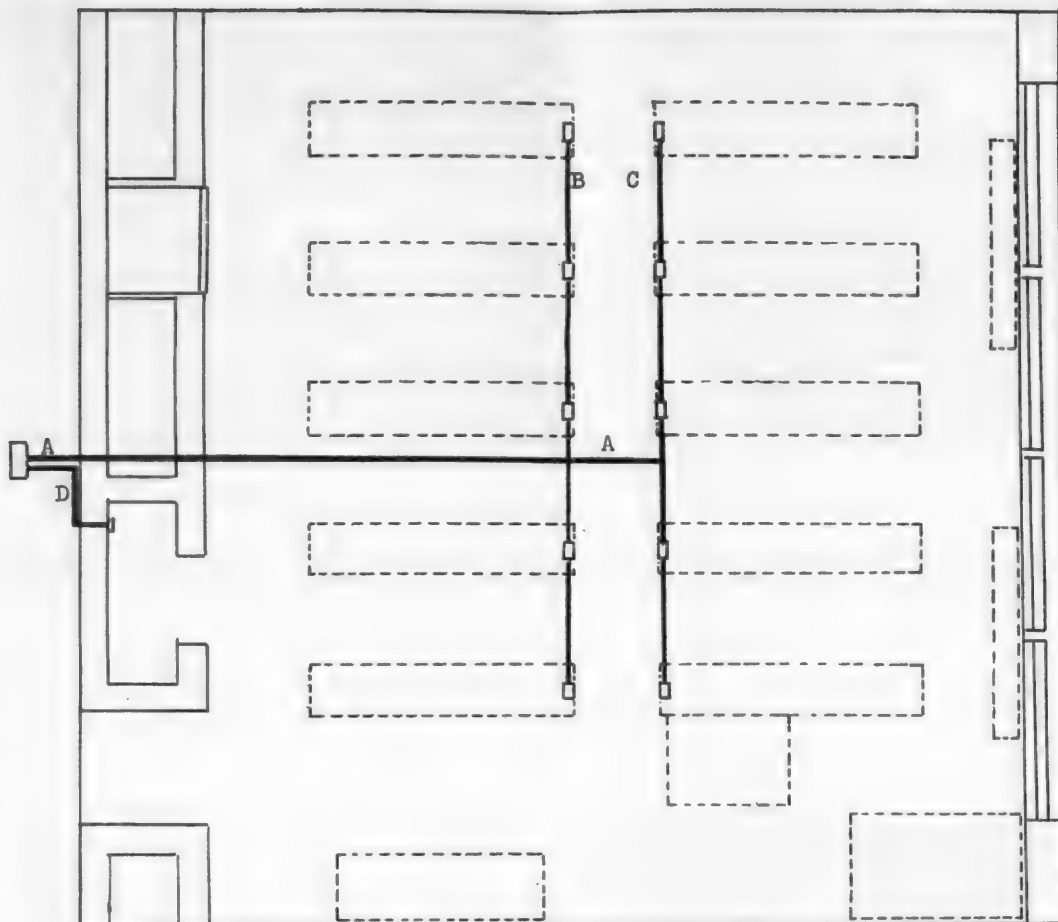
The only apparent change was that wires ran from the machines through the tables to receptacles on the floor beside each of our ten tables. In our cloak closet, we found a switch that can be turned off at night in order to insure that no machines are accidentally left with the motors running. Except for these minor changes, our electric typing room was identical with our other typing rooms.

### ■ Procedure for Installation—

The electric current comes to the machines from a fuse box installed in the basement directly below the typing room, thus eliminating the necessity of using our two wall outlets. No. 10 wire runs through a 3/4-inch conduit through the basement ceiling and the typing-room floor, and into the receptacle at each table. One wire runs into the closet—also through the basement ceiling and typing-room floor—to supply the current for the control switch. The surplus wire from each machine is caught into a loop under the table top and the wire held firmly in place with so-called telephone hooks—no cords to “trail” on the floor.

### ■ Supplies Needed for Installation—

- Ten #CB704 N. P. Lew Double-Faced Floor Receptacles with No. 804 Cover Plate, without partitions, were purchased. Each receptacle has four outlets. Since there are only three machines on a table, the extra outlet in the receptacle makes it possible to use other electrical equipment



WIRE "A" leads from fuse box in basement to parallel wires "B" and "C," along basement ceiling, and through floor receptacles. Wire "D" leads from fuse box through floor to control switch in cloak closet.

at the side of each table. The receptacles are elevated from the floor, assuring ease of janitorial service; it also prevents the wires from being disengaged accidentally. In addition to the usual plug on each machine, there is a ground tap that is also plugged into the receptacle; this ground tap prevents the possibility of any person's receiving an electric shock.

- One AB Bulletin #702 AC Solenoid Type Contactor, Size #2, 110 volts, 3 amperes, was purchased. This was installed in the basement below the typing room. The electric current comes to this fuse box and is relayed to the machines above. It is so arranged that the fuse will blow out if there is a sudden surge of electricity on the lines. This will prevent a damaging amount of current from being passed on to the machines above. The sudden surge of electricity could be caused by an unusual number of lights being turned off suddenly, or by some other unusual electrical disturbance.

- One AB Bulletin #800 Control Station, Type 2 SA, 2 Button #1, 110 volts, 3 amperes, was purchased. This control switch provides peace of mind for the teacher.

■ **Cost of Installation—**

450 feet of wire ..... \$ 7.65

170 feet of thin wall conduit, running from ½ inch to ¾ inch size .....	107.10
20 conduit couplings .....	.80
25 conduit connections .....	3.50
80 #10-24 x 1-inch-long Askerman-Johnson anchors and bolts to fasten conduit on the wall ...	13.50
20 jiffy straps used to hold the conduit in place along the wall or ceiling under the typewriting tables .....	2.40
30 screw hooks used to keep the wires in place underneath the tables .....	.60
187 man-hours to make the installation .....	308.55
10 #CB704 N. P. Lew Double-faced Floor Receptacles with No. 804 Cover Plate, without partitions .....	52.00
1 AB Bulletin #702 AC Solenoid Type Contactor, Size #2 .....	40.12
1 AB Bulletin #800 Control Station, Type 2 SA, 2 Button, #1 .....	3.25
<b>Total Cost .....</b>	<b>\$539.47</b>

The average cost of installation for each machine was \$17.98.

# Use Objective "Tests" to Stimulate Good Discussion

... Especially in D.E. classes

Dr. Natalie Kneeland, distinguished D.E. training consultant, and Louise Bernard, Virginia state supervisor of distributive education

**O**BJECTIVE TESTS are usually used, as their name indicates, as grading tests—examinations. That is natural. But there is another use, one that is too often overlooked, that is so much more valuable as a teaching and learning aid that it should replace mere grading as the most common purpose of tests so constructed. This use: To stimulate more and better discussion.

It is true that most teachers do have some kind of discussion the day after an examination; at least, all the books on tests and measurements urge teachers to do so. But the discussion is not usually very enlightening; the teacher is defensive, and the student argues for the sake of another point on his score. The discussion is restrictive rather than thought provoking; it does not lead anywhere, and it develops little more than student regret for taking the course.

After all, the basic purpose of an objective test, when used as an examination, is to determine what the student knows; he isn't expected to think or be induced to think; he is expected to *know*.

## ■ Objective Tests As a Basis of Discussion—

But take away the grading aspect, the positiveness of rights and wrongs—and what is onerous with a grade is suddenly challenging—a game, a matching of wits, a sourcespring of earnest discussion, in which the objective is not defense but learning the truth.

When the purpose of a test-form is discussion, reasons for the correct answers become important. The implications are serious and may be elaborated upon without the defensiveness of the grading bugaboo. (How many times have *you* answered a question by a response that you knew would be scored "right" but with which you disagreed?)

The set of questions becomes a game to be played, a problem to be debated, a matter to be demonstrated, a wonder to be investigated. The freezing of thought so common in tests for grades, the searching or guessing for the answer that will be *marked* right instead of *be* right, the drawing on memory instead of thought—these are replaced by a warm response to intellectual challenge when quizzes are discussion-centered.

## ■ A Springboard With Many Advantages—

The more that one thinks about using objective tests to develop discussion, and the more that he applies the idea in the classroom, the more values and fine attributes he sees in the idea.

- *Universal Appeal.* You will find that objective questions are effective springboards for discussion with all kinds of groups. These "tests" are particularly effective with adults, on both employee and supervisory levels, because the inquiries have the appeal of novelty and challenge and because they provide tangible starting points for discussion.

- *Opening Shot.* Such how-much-do-you-know quizzes make fine openers for new courses and for new topics. For example, a true-false or multiple-choice "test" can give a full overview or preview of the content of a whole course.

If it is necessary to "boot the bucket"—that is, to convince your students that theirs is not yet a full pail, that there is room for learning—a stiff quiz can be a real eye opener. A good merchandise-information quiz, for example, can persuade even the most veteran old-timer that he does not know all the answers, particularly when discussion reveals many differences of opinion.

- *Pretest.* Or, you may simply wish to get on your learners' level, to see how much they already know. A series of completion statements in store arithmetic, for example, will quickly tell you what your students know and what you will need to stress; and discussion of the answers and their derivation will give a key to the learners' difficulties.

- *Transition.* One of the most practical uses of discussion-centered tests is in transition from one topic to another. A few well-chosen statements will serve as a review of what has gone before and will bring out possible applications; and these possible applications may well be the new topic to be explored.

Many times, a short quiz can review and lead to a question whose discussion is intentionally the purpose of the day's session. For example, "Is the breaking-in process that makes an employee feel at home and become efficient on the job called (a) induction, (b) follow-up, or (c) supervision?" is a question that leads instantly into what is meant by "induction." So, such a question provides a fine transition into the topic of Induction.

• **Motivation.** Objective tests, when not graded, do much to arouse interest and to give variety. Surprise at discovering that one is wrong stirs interest, obviously. Many areas of dull, routine information can be greatly brightened by converting the facts into a quiz; imagine, for example, how much more interest would be aroused by comparing or matching off such terms as "call" versus "want" slips, "register receipt" versus "salescheck," and so on, than by simply showing those papers and talking about them!

• **Review.** The most obvious use of discussion-focused objective tests is, of course, for summary and review. Conducting the session on a contest basis—by dividing the group into teams—adds spice to any final review. And, if the questions used in the contest are derived from summary statements prepared by each member of the class, the review is not only more spirited but also much more complete and based on much more study by every individual participating.

Is there a more versatile teaching aid?

#### ■ Developing Discussion from Objective Questions—

• **Preparing the Questions.** The questions should, of course, be prepared with the discussion purpose in view. The number of questions to be included will be gauged by the length of the class session. The type of question—true-false, multiple choice, completion, matching, etc.—may be whichever lends itself best to your purpose.

The following are general suggestions concerning the preparation of questions:

1. Avoid superlatives (*best, worst, surest, etc.*) and extreme adverbs (*never, always, etc.*) in the phrasing of questions. They give away answers.

2. Avoid "patterned" answers—avoid equal numbers of rights and wrongs, trues and falses; avoid always having (a) as the best answer and (c) as the worst; avoid having two trues then two falses, etc.—since patterns that give away answers eliminate thinking.

3. Word the questions concisely. After writing the first draft of the questions, edit them critically.

4. Focus each statement on a single point of discussion; don't ask two questions at once.

5. When necessary to include definitions of terms, do so—but questions should not often require them.

6. Avoid "trick" or "catch" questions; the purpose of using questions is to stimulate thought, not to test mental alertness.

7. Avoid "memory" questions; concentrate on thought-provoking statements.

8. For simplicity of administration and directness, use only one kind of question form in a set of questions; don't mix matching and true-false, etc.

9. In completion questions, arrange them so that single words complete the statements; and do not ask for more than one insertion in one statement.

10. List your questions in a planned thought-sequence; the questions should lead to something.

11. It is usually advisable to give a sample question and answer at the start of each test so that the mechanics do not get in the road of the real probing. You want to stimulate thought, not test the student's ability to understand your form of test question.

12. Tests should be brief enough for quick taking, quick scoring, and quick initiation of discussion.

13. Written quizzes should be arranged for easy scoring, with all the answers at the right or left or with all answers on a separate answer sheet, to save time.

14. Use variety in administration. Sometimes have students answer one question at a time and follow it with discussion; sometimes have half the group answer odd-numbered questions, the other half the even-numbered questions; sometimes tell the class simply to run through the questions and pick out the false ones, or the ones they are not sure of, etc. Since discussion-centered questions are not graded, getting a whole score is unimportant.

• **Preparing to Use the Questions.** You will want to think out, in advance, ways to elaborate on the answers developed by the questions. Here are a few:

1. Ask the reason for the suggested answer.

2. Ask the student to give an example.

3. Ask the student to tell what would happen if the procedure or information or plan were not observed.

4. Ask the student to demonstrate.

5. Plan to demonstrate, yourself.

6. Cite illustrations or show examples, yourself.

7. Give additional information, and ask students how the new facts change the question or answer.

8. Ask whether students can obtain verifying data.

9. Take polls, or have students take them, to see whether actual practice agrees with theory.

10. Rotate "panels" to lead discussion based on quizzes.

• **Handling the Discussion.** There are many choices open to the instructor. He should normally use the plan best adapted for the type of information or attitude being presented, but he should vary procedure. Here are some suggestions and alternatives:

1. Presenting the questions orally may save the instructor's time in preparation, because it saves the work of duplicating questions; but this procedure is usually wasteful of class time, for questions must nearly always be repeated or elaborated upon. On the other hand, oral presentation may be superior when working with a group with low reading ability.

2. It is easier to control the group when discussion follows response to each question; but such discussion is not necessary when many questions are reviews leading up to the new topic.

3. Is it better to call for unison response or voluntary response or individual involuntary response? Unison response is good for "breaking the ice" with a new group. Voluntary response encourages the development of good attitudes. Calling on students—that is, requesting involuntary response—enables the teacher to canvass more learners. There is merit in each method; so, vary the routine.

#### ■ Some "Do's and Don'ts," in Summary—

1. **Do** try out the discussion-centered (replacing the grade-centered) test in different training situations.

2. **Don't** overuse any one procedure. Variety is important in every kind of class, on every level.

3. **Do** keep searching for ways to open discussion; question sets are not the only way.

4. **Don't** use questions only for summary or review. Questions are often more effective when they precede instruction than when they follow it.

5. **Do** encourage students to prepare the questions. They will like this procedure, if not overdone. The students must never think they're doing your work.

6. **Don't fail** to follow up with the discussion. It is easy to get sidetracked on an unimportant question.

7. **Do** keep your questions up to date. Facts change.

8. **Don't fail** to point out to the group that the purpose of the "test" is discussion, not grading.

9. **Do** be sure that the discussion is important enough to merit the testing approach to it.

10. **Don't** invent new kinds of question forms; the familiar ones will be much quicker to use, the student will be much more comfortable with them, and familiar mechanics won't interfere with the thought processes.

11. **Do** permit students to retain their test papers after the discussion; if the discussion has been truly worth while, their papers will be generously annotated and so serve as a continuing reference source.

*Note: More articles by Dr. Kneeland and Miss Bernard will be featured in the next volume of BUSINESS EDUCATION WORLD, beginning in September. — Editor*



The author, shown here with a professional demonstrator, recently conducted in Richmond a successful half-day clinic on the business and instructional use of the electric typewriter. Because of the mounting desire among teachers to learn more about electrics, we asked Doctor Zimmer to tell us . . .



# How to Organize an Electric Typing Clinic

**DR. KENNETH ZIMMER**  
Richmond Professional Institute  
College of William and Mary

**B**USINESS TEACHERS need to know and want to know more about new business machines. Many local associations, city teacher groups, and professional institutions are searching for means to satisfy the need and desire for more information.

One way to do so is to sponsor, with the co-operation of local distributors of the machines in question, a "clinic" to which teachers may be invited, at which demonstrations may be made, and at which discussions may be held.

Our institution recently sponsored a half-day clinic on electric typewriting. It featured a "greeting," a demonstration, a motion picture, two discussion periods, and a luncheon. The program started at nine o'clock on a Saturday morning and ended with the luncheon. It was a good program, one that all concerned were pleased with—it was good public relations for our department, fine sales promotion for the co-operating typewriter agency, and enlightening and enjoyable for the teachers. It was not difficult to arrange. From our experience with this and similar clinics, the following suggestions are made for conducting your clinic.

## ■ Have a Concise Purpose—

Your reason for conducting a clinic, whether it deals with electric typewriters or any other business machine is, of course, to satisfy a need for more information about it. But, in addition to such a general reason, you will find

it helpful to list specific purposes that you hope to fulfill by conducting the clinic. There are a thousand and one things that you *can* do at a clinic; by measuring the various ideas against the yardstick of your purposes you can select wisely.

These are the purposes that we were able to enumerate in advance:

1. To bring teachers up to date with the expanding use of the electric typewriter and the reasons underlying that expansion.
2. To provide the opportunity for teachers to use an electric typewriter.
3. To give them an opportunity to see an expert demonstrate the machine, so that its potential is defined.
4. To identify the advantages that the electric brings to the office, in terms of less operator fatigue and greater production, and to the classroom, in terms of quicker accomplishment or higher achievement.
5. To report to teachers new procedures for teaching electrics.
6. To provide an opportunity for teachers' questions to be answered by persons who have had experience in both office and classroom use of the machine.
7. To encourage a two-way discussion by which the distributors may learn more about the teachers' problems, in terms of getting electric machines and of using them effectively; and by which the teachers may learn specifically about costs, discounts, etc.

Having a clear list of purposes not only helps sort out program ideas but also is a source of ideas for your announcements about your clinic.

## ■ Get Distributor's Co-operation—

It is most desirable to have the co-operation of your local equipment distributor. He probably can arrange for an expert typist, someone either from his staff or from some other office, to give a demonstration. His firm is almost certain to have a training film that is worth showing. He has many pieces of promotion literature that make fine bulletin-board displays, and he may have reprints of magazine articles dealing with electric typing.

Actually, your local distributor is likely to jump at the chance to work with you; he knows that education must precede purchase.

The manufacturer who co-operated with us certainly went "all out"; he did far more than we would have ventured to request. He paid for the printing and mailing of our announcements, paid an expert typist's day's pay to have her with us, and even paid for the luncheon of all of us. If all the values of the clinic accrued only to him, his generosity would be practical; but, so long as there are values to the sponsors and the audience, too, and so long as the program is conducted on a professional plane that results in fair mention of competitor's machines, there is no reason why educators should expect or request such generosity.

But the co-operation of the local distributor is sure to be immediate. Our project was developed with the aid of one distributor; but, as soon as the others learned of our plans, they expressed their eagerness to participate in future clinics.

(Continued on page 517)

# Is the Letter-Placement Table Really Necessary?

Isn't "good enough" good enough?

**DR. RUTH GORDON BATCHELOR**

School of Commerce  
New York University

**T**ODAY the business letter that contains such phrases as "your letter of the fifteenth instant" or "we beg to remain" would quite rightly be considered hopelessly obsolete, for the trend in modern business letters is toward simplicity.

This trend is also apparent in the letter form itself. The indented style of letter has given way to the less complicated blocked styles. Closed punctuation is being discarded in favor of open punctuation. Some regard the salutation and the complimentary close as superfluous parts of the business letter. Such changes and simplifications are mutually advantageous to employer and stenographer.

## ■ The Tables Are Outmoded—

The method of placing business letters on a letterhead by means of a letter-placement table, as advocated by most typing textbooks and as taught in innumerable classrooms, is an outmoded procedure. This method may be a precise one in school, where the student can be told by textbook or by teacher how many words a letter contains; for, once the number of words is known, the student can set his margins according to the table and produce a letter perfectly placed on the page.

But this method is not practical in the business office. It is not only difficult for the typist to estimate accurately the number of words in a letter but it is timeconsuming to reset the margins of the machine for virtually each letter typed. The stenographer's job is to place a letter on the page so that it will be pleasing to the eye. No employer is going to measure the top, the bottom, and the side margins with a ruler. He simply wants the letter to look neat. Then, why :!! the fuss to place the letter *perfectly* on the page?

It is quite possible to place letters adequately without the use of a letter-placement table (a) by maintaining a

consistent line length for all letters regardless of size; (b) by maintaining a consistent date position; and (c) by allowing for expansion only between the date and the inside address, in order to center the letter vertically.

Such a method of placing letters is efficient and timesaving because the margins of the machine need not be changed for any letter and because the typist need not estimate the actual number of words in a letter nor refer to a table. All he needs to do is to determine whether the letter is long, medium, or short; then, by varying the number of spaces after the date—anywhere from 4 to 12, according to the length of the letter—he is ready to start typing.

Stenographers have to use such short cuts on the job if they are to turn out letter after letter in an even flow of work. They toss aside the letter-placement table for a more efficient guess-system of placing letters on a page. So, why teach letter placement in school by means of a table? Would it not be more sensible and in better accord with sound principles of education to teach students how to place letters as they will eventually in the office?

## ■ An Easy Teaching Procedure—

I have found that beginning typists grasp the idea of placing letters without the use of a table so quickly that it is a simple matter to introduce the idea.

In beginning typing classes, I introduce letter writing by having the class on three successive days type together the same short letter, once in semi-blocked style, once in standard blocked style, and once in extreme blocked style. The students are instructed to set their margin stops at 20 and 85 for elite type and at 15 and 73 for pica type. These are easy numbers to remember and produce margins of 1½ inches (approximately so in the case of elite type), a satisfactory standard width for all letters. (Actually, the desired right margin for elite type is 82 and for pica, 70; but we use 85 and 73 in order to avoid using the marginal release every time we type up to the desired margin.)

The first day, for typing the semi-blocked letter, the students are told to set a tabular stop for a five-space paragraph indentation and another at the midpoint for the date, the complimentary close, the firm name, and the signature name or title. The second day, for typing the standard blocked letter, they are told to set only one tabular stop—at the midpoint; and, the third day, no tabular stop.

The learners are instructed to type the date a double or a triple space below the letterhead, depending on the depth of the letterhead; and, because the first practice letter is short, to throw the carriage 12 times before starting the inside address. By the time the students have typed the same letter three times, even in different styles, they have become independent enough to try one on their own.

So, on the fourth day, they are presented with the problem of typing a letter by themselves—this time a letter of medium length. Someone in the class is bound to say, "This is a longer letter, isn't it? Won't it fall too far down on the page?"

If no one comes across with this question, I ask it myself; and then, "What can we do about that?"

If a chorus doesn't call out, at least one voice will, "Don't throw the carriage 12 times after the date." I suggest that maybe 8 "throws" would be enough. If a member of the class does not believe me, I let him go on his own and learn the hard way.

That's all there is to it. The class has the idea. When next they are presented with a longer letter, they know enough to vary the number of spaces from the date to the inside address. All the students have to remember is the series of numbers—12, 8, 4: Throw the carriage 12 times between the date and the inside address for short letters, 8 times for medium letters, and 4 times for long letters. These numbers could be varied to 10 and 6 for letters slightly shorter or slightly longer than medium. Students grasp the placement plan quickly and completely.

## ■ Test This Plan Yourself—

We teachers of typewriting are constantly striving to develop smooth work habits in our students, for we know that it is the typist with such habits who works with assurance and with real efficiency in the office. Granted that its contribution is small, nonetheless placing letters without a table aids in the development of smooth work habits.

It is quite in order, then, that we should question the timeconsuming use of the table. It is also quite in order that we should throw it out when an easy-to-teach and an easy-to-learn method of placement produces letters satisfactorily centered on letterheads, and with a saving of time for the typist.

# Four Applications of Dr. Batchelor's Placement Plan

Using constant margins and varying only the space under the date

## United Cooperative Association

1245 Canal Street - New Orleans 7 - Louisiana

February 6, 1953

Mr. Chester Martin  
427 Madison Avenue  
New Orleans 5, Louisiana

Dear Mr. Martin:

We now have the floor plans ready for the building under construction at 777 Poydras Avenue.

If you could call at this office any day, we will be happy to go over the different layouts that might be of interest to you.

Yours very truly,  
UNITED COOPERATIVE ASSOCIATION

G. B. Smith

ab

## MARTIN MILLER & SONS



HEALY BUILDING  
18 BROAD STREET  
ATLANTA 3, GEORGIA

February 7, 1953

Mr. Chester Martin  
427 Madison Avenue  
New Orleans 5, Louisiana

My dear Mr. Martin:

Enclosed is a check from John V. Hamilton payable to you. This check represents the down payment on the property located at 30 East Seventh Street, according to the terms of the purchase agreement dated January 15, 1953.

Also enclosed is a warranty deed for your signature. Will you please sign on the line marked "X" on the deed providing before a notary public and return the same to Nashville, Tenn., to the attention of the title and insurance company.

As soon as the deed is returned, Messrs. Carls and Bell will proceed to collect the balance of the purchase price and will close the transaction in accordance with the terms of the purchase agreement.

Yours very truly,  
MARTIN MILLER & SONS

Joe C. Miller

cc  
Enclosure-2

Semiblocked Letter, 45 Words, Pica

Blocked Letter, 130 Words, Elite

Code 3244



## Mutual Service Bureau

NEW YORK

1740 Broadway, New York 19, N.Y.

February 9, 1953

Mr. Chester Martin  
427 Madison Avenue  
New Orleans 5, Louisiana

Dear Mr. Martin:

The American Steamship Company has made an offer of space for you on the Atlantic sailing from New York August 7, Cabin Class, for Room B-13. This is an outside cabin on a deck. The rate will be \$270 to Southampton.

We also have an offer of space for you for return on the Atlantic sailing from Southampton September 13, but the company will merely guarantee this passage with no rate specified. However, the rate would probably not be more than your eastbound space.

We have an option on the westbound space until March 1 and suggest that you let us have a deposit of \$100 before that time. As you know, this deposit will not obligate you in any way, and it is refundable in case you wish to cancel the passage.

Now that we have definite sailing dates, it would not be too early for us to start working on hotel reservations at the different centers which you wish to visit in England and France. If you could stop in at this office when you are in New York, we could discuss a tentative itinerary with you.

Please feel free to consult us at any time, as we are very anxious to work out a satisfactory trip for you.

CORDIALLY yours,  
MUTUAL SERVICE BUREAU

DRW

Tours Manager

Semiblocked Letter, 224 Words, Elite

## United Cooperative Association

1245 Canal Street - New Orleans 7 - Louisiana

December 9, 1952

Mr. Chester Martin  
427 Madison Avenue  
New Orleans 5, Louisiana

Dear Mr. Martin:

Thank you for your letter of December 6.

A new building to which you referred will be ready for occupancy in the fall of 1953. We will have floor plans available shortly after the first of the year and will be glad to submit you at that time regarding an application for rental of one of the apartments.

At the present time, we have two four-room apartments available for immediate occupancy at 160 East 13 Street. This building is located only about two blocks from the building now under construction and offers the same conveniences of location. Both of these four-room layouts have large, outside rooms and spacious dining rooms. If desired, maid service is available in this building.

Should you be interested in looking at either one or both of these suites, please let us know; and we will be most happy to show them to you at your convenience.

Yours very truly,  
UNITED COOPERATIVE ASSOCIATION

G. B. Smith  
ab

Extreme Blocked Letter, 173 Words, Pica

**T**HERE WERE 668,000 want ads published in the *New York Times* in 1951. Surely, the insertion of these want ads by tens of thousands of employers and agencies was predicated on the tacit belief that prospective employees in quest of a job would be able to understand the ads.

But reading a want ad intelligently is a difficult task requiring specific training, as a perusal of the accompanying illustrations will show. Most teachers and textbooks are concerned with the problem of *answering* want ads. We must not forget or overlook the fact that reading the want ad intelligently comes first.

#### ■ Getting Your Students Interested—

• *Discussion of Sources of Employment.* Most clerical-practice and secretarial-practice classes devote time to discussions of sources of employment. It is a simple matter to elicit such sources as private and public employment agencies, state employment agencies, newspaper want ads, signs in store windows or on factory billboards, friends and relatives, school or union placement bureaus, technical publications, radio, and many others. Most students also know that newspaper want ads are the single most important avenue to employment. Time should be set aside, therefore, for an adequate discussion of how to read them intelligently.

• *Classified Ads in General.* A discussion of classified advertisements in general should precede the discussion of want ads in particular. Instruct the students to bring into class a copy of a popular local newspaper containing a classified section. The ensuing class discussion should include such points as the purpose of the classified section, the cost of classified ads, the advantages and disadvantages of classified ads, etc.

Under the guidance of the teacher, the class should inspect the classified advertising section, noting especially the types of headings used (Houses for Sale, Offices for Rent, Merchandise for Sale, Business Opportunities, Help Wanted—Female, etc.), to make the finding of advertisements easier.

• *The "Help Wanted" Section.* Attention should then be focused on the four common Help-Wanted sections:

1. Help Wanted Female—Agencies
2. Help Wanted—Female
3. Help Wanted Male—Agencies
4. Help Wanted—Male

It is also wise to introduce at this point, the Situations Wanted section, to discuss its significance and purpose, and to note how it differs from the Help Wanted section.

• *Aids for Finding Want Ads.* By inspecting their newspapers, students can discover that

1. Help Wanted ads are arranged alphabetically by job titles and other descriptive words.
2. Most clerical, secretarial, and bookkeeping ads are introduced by certain key descriptive words with which job seekers should be familiar.

For instance, here are many of the important introductory words for clerical, secretarial, and bookkeeping positions appearing in a recent issue of the *New York Times* in the Help Wanted—Female section:

Accounts Clerk, Assistant Bookkeeper, Bookkeeper, Biller-Clerk, Biller-Typist, Cashier, Clerk, Clerk-Typist, Comptometer Operator, Dictaphone Operator, File Clerk, General Office Worker, Girls, Office, Payroll Clerk, Receptionist, Receptionist-Typist, Receptionist-Switchboard, Secretary, Statistical Typist, Stenographer, Switchboard Operator, Trainee, Typists, Young Lady, etc.

#### ■ Down to Brass Tacks!—

• *Preliminary Activity.* The teacher should mark off four or five exceptionally difficult want ads and should then draw from the class their ideas on the following problems that face the want-ad reader:

**HOW TO READ A WANT AD**

The following Help Wanted advertisements appeared in the *NEW YORK TIMES* recently. Can you read these Want Ads intelligently, understanding the abbreviations, method of communicating with the employers, the salary offered, etc.?

-----

Clerical trainees, HS grads, bright, clean girls, 6d, apply in person only. Elms Bldg., 122 E. 51 St., 12th Floor

Clerical-Typing. Good expy. Form. 6d. \$37 start, adv. 15 E. 40th St. 602

Clerk - 6d at fig. 6d. gd hands. beg considered, knowl typ. expy. learn to. South 8-6708

Clerk: gao off wk. mtn, and fut. km typ. to \$40, no exp. 12708 Times

Clerk: \$180 mo, periodic inc to \$200, 35 hrs, monitor 6d, with/out typ, free hospitalization, 10 min from Manhat. Morley Agency, 110 Nassau St.

Receipt-Typist, clerical, km plug board, 1-girl off, state salary. 7153 Times

Typist. 6dd, all employee benefits, next exp, congenial atmosphere, adding machine exp. \$40. DI 6-1717

Typists. 3d1 starts at \$41. Reg semi-annual inc. first 4 yrs, 6d, profit sharing plan, and 6d and off. free bus & meal plans, pd vacations, back of the North Club, 540 Hudson St., NYC

File Clerk, typing, incxp, to 57 yrs, A-1 expert, \$46-50, small off. 36 1/2 hrs, David's, 62 E. 14 St., NYC

File Clerk, HS grad, knowl typ, at handwr. reply stating age, schooling, exp, & salary exp. 8869 Times

Typist - fast and acc, sal commensurate with ability, statistical wk, nation, vic Times Sq., exp, steady, please surr. 741 Times

Young Lady (S) B. S. grads, lite typ, career expy, 50 WKS, bonus & vacation, liberal discounts. Earn Agency, 16 W. 40 St., NYC

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As you have just seen, want ads contain a great many abbreviations in order to save space and money for the advertiser. What do the following common abbreviations represent?

steno	(stenographer)	gd	(good)
secy	(secretary)	oppy	(opportunity)
secl	(secretary)	oppy	(opportunity)
sal	(salary)	HS	(High School)
\$40 plus	(\$40 and up)	grad	(graduate)
exp	(experienced)	lite sten	(light stenography)
expd	(experienced)	asst	(assistant or assistant)
ymg	(young)	typ	(typist, typing)
6d	(6 days a week)	A-1 firm	(A-1 firm)
\$150 per mo	(\$150 per month)	stat typ	(statistical typist)

Training materials like these two pages, easily

## Teach Them How

JORDAN HALE, of Eastern District

1. The use of abbreviations, as in the accompanying list.
2. The use of many expressions with which students may not be familiar, as A-1 company, national company, Cal Friday, excellent preferred, etc.
3. The interpretation of items—how much a week is \$160 a month?
4. Factual information—knowing what a key-punch machine is; what a statistical typist does; the meaning of hospitalization, pensions, bonuses, profit-sharing plans, etc.

After this discussion, students will quickly see the necessity for further study.

• *Illustrative Materials.* It is advisable at this point to



mdtn	(midtown)	knowl	(knowledge)
upn	(up town)	kn	(knowledge)
dn	(down town)	wa typ	(same typing)
perm	(permanent)	gd at fig	(good at figures)
\$1.50 hr	(\$1.50 an hour)	hgnr	(beginner)
trnses (3)	(three times)	swd	(switchboard)
opr	(operator)	lts secr't	(lts. secretarial)
oger	(operator)	ccml	(commercial)
Jr. Typ	(Junior typist)	exc perf	(excellence preferred)
nec	(necessary)	excc	(executive)
adv	(advertisement)	plus ovr	(plus overtime)
advnt	(advancement)	str off	(attractive office)
reaptn	(receptionist)	dict op	(dictaphone operator)
plugd	(plugboard)	calc op	(calculator operator)
men bd	(monitor board)	comp op	(computer operator)
FC bk	(full charge bookkeeper)	gl Fri	(girl Friday)
conv trns	(convenient transportation)	fut	(future)
top co	(top company)	admn	(administrative)
nat co	(national company)	mdae	(merchandise)
with/out	(with or without)	PBX	(Private Branch Exchange)
exp/inexpd	(experienced or inexperienced)	airl clk	(airline clerks)
lt type	(light typing)	sr clk	(senior clerks)
est	(establishment)	acntg clk	(accounting clerks)
mfr	(manufacturer)	coll	(college)
mgr	(manager)	engin off	(engineering office)
brkge hs	(brokerage house)	bus off	(business office)
vic Times Sq	(vicinity of Times Square)	bkgd bk	(background of bookkeeping)
lib vac	(liberal vacations)	ins firm	(insurance firm)
ofce wr	(office work)	mess boy	(messenger boy)
gen	(general)	larg org	(large organization)
divrsfd	(diversified)	ret store	(retail store)
nite/day	(night or day)	about \$40	(about \$40 a week)
trn tak chg	(train to take charge)	temp	(temporary)
agcy	(agency)	pt time	(part time)
advrtg	(advertising)	mllnry hse	(military house)
publ hse	(publishing house)	mimeo op	(mimeograph operator)
st sal	(state salary)	hse	(house)

uplicated for your class, are a help when you

## to Read Want Ads

High School, in Brooklyn, New York

distribute specially prepared materials similar to those illustrated, to be used for the remainder of the lessons; in this manner, the teacher can easily focus the attention of the entire class on the same representative selection of want ads and frequently used abbreviations, and he can stress those items that he thinks need emphasis.

It will be necessary for teachers, in preparing this duplicated material, to inspect their own local newspapers carefully and to draw up a list of want ads and abbreviations reflecting their own community's usages and practices.

While I recommend the following procedures for the use

of illustrative material, many teachers will wish to use different methods or will modify the ones suggested here.

• **Homework—Yes or No?** The illustrative material may serve as the basis for an excellent homework assignment. Or, it may be worked out in class under the teacher's direct supervision. It depends on the individual teacher, school, and class.

### ■ Using the Illustrative Material—

• **The Want Ads.** Students should first copy each want ad, spelling out all abbreviations. After checking the work, the class should discuss each ad, stressing the significance of the many different points, for example:

Why do firms print their address in full? Their phone number? A box number?

What is meant by *TO \$40*?

What does *\$45-\$50* mean? How much should you ask for?

On what basis will the employer finally determine the salary?

What is the significance of *1-girl office* or *small office*?

What are the advantages and disadvantages of working in large and small offices?

How would you handle the phrase *state salary*. Is this a fair question? Why is it asked?

Why do firms offer such benefits as *hospitalization, pensions, profit-sharing plans, discounts, bonuses, etc.*? What are they?

\$160 a month is equal to how much money a week? Why do firms indicate salary by the month instead of by the week?

Why do agencies sometimes advertise in the non-agency section? What does *no fee* mean when appearing in an agency ad?

A discussion of such points will serve a double purpose. Students will not only learn how to read a want ad, but they will receive sound vocational guidance as well. The question of the kind of office to work in, conditions of work, the opportunity to meet people one's own age, the opportunity to learn and to advance on the job, the prospect of meeting interesting and stimulating persons—all these are important considerations that are, unfortunately, frequently disregarded by job seekers or relegated to a position of secondary importance. Most job applicants are interested only in salary.

Here, also, is an excellent opportunity to acquaint students with the wide *variety* of office jobs open to them—from the operation of business machines that they can readily learn on the job, to the many kinds of clerical jobs and duties for which they have received general training in high school, and the different levels of secretarial work.

• **The Abbreviations.** Students should next write out, in the space provided on the duplicated material, the list of abbreviations, paying meticulous attention to spelling. Checking the exercises should take into account not only the accuracy of deciphering the abbreviations, but of the spelling as well.

Stress the fact that several abbreviations are often used for the *same* word—*secy* or *secty* for secretary; *oppy* or *oppty* for opportunity; *kn* or *knowl* for knowledge, etc. Occasionally, an abbreviation may stand for *more* than one word, depending on the context in which it appears—*sm* for *some* or *small*; *adv* for *advertising* or *advancement*, etc.

The teacher should then discuss with the class the meaning and significance of the listed abbreviations not previously mentioned in the want-ad section but which may need additional explanation; for instance, *\$40 plus*, *Jr Typ*, *FC bk*, *trn tak chg*, *PBX*, *bkgd bk*, etc. Furthermore, here is additional opportunity for vocational guidance in a discussion of such items as Airline Clerks, Insurance Firm, Engineering Office, Brokerage House, etc.

### ■ Winding Up the Learning Unit—

As a final activity, students should be required to read a current want-ad section and to select at least five ads in which they might be interested. They should then copy the ads, spelling out the abbreviations; and they should attach specific reasons explaining why they chose the ads. The class is now ready for lessons on "How to Answer a Want Ad."

# My favorite devices for teaching shorthand

**T**EACHING SHORTHAND is fun, and so is learning it. But using the same pattern day after day, even an excellent one, can become pretty routine. So, although I adhere closely to the pattern that the authors of Gregg Simplified have provided in their textbooks, I do take the liberty of varying their procedures.

## ■ My Students Learn How to Study—

My students are college students. We use the Functional Method of Gregg Simplified, and we deviate from the general precepts of the Functional Method in only two regards: I introduce new-matter dictation at the end of theory Lesson 54, and I have raised the goals they're expected to attain quite a bit.

After the first two days, during which some time is lost to administrative matters, we plunge right in and cover a lesson a day. This is possible, I believe, because of two things that I stress. First, I encourage students to read their shorthand assignments *aloud* and to repeat reading them until the assignments can be read fluently without using the key in the back of the book. My second stress is on efficient use of the key itself: we use the "two-finger method" of study. In this method, the forefinger of each hand is used—one on the shorthand and the other on the key. The forefingers keep the place; and, so, solving a problem outline is simply a matter of flipping back and forth. This is so important that I devote the better part of two class periods during the first week or two in observing the class study. I tell students to use the key *immediately* when they hesitate.

## ■ Do You Use "Spot Writing"?—

Writing is introduced in Lesson 19. At this point, the class is reading well and is quite enthusiastic when I say, "Bring pen and notebook to class tomorrow." They do, too; there is no question about *pens*; the students bring them. In the first writing, I follow the authors' procedure—and my students write like veterans, possibly because they can read like experts.

After the students have been writing for a week or so, I introduce them to "spot writing": As I spell and write an outline on the board, I have the students spell and say the word after me, at the same time writing the new word in their notebooks while keeping their eyes on the chalkboard. They write in one place—in one "spot." "Spot writing" is done in all my shorthand classes.

In my dictation classes, basically I use the ordinary Minute Plan, with *thorough* previews. You know the routine: Suppose a class is working for 80 words a minute on new material; I preview the first 100 words of a five-minute take; I dictate the first 60 words in the first minute, the first 75 words in the second minute, the first 90 words in the third minute, the first 100 words in the fourth minute; now I preview the second 100 words of the take, and build from 60 to 75 to 90 to 100 on it; I continue through all five one-minutes of the copy, finally combining the whole take at 80 words a minute.

There is a great deal of dictation but very little reading back in my classes. When an individual does read back, the rest of the class rewrite the material over their shorthand notes, thereby getting still more dictation and still more practice.

## ■ "Orthodox," Yet There's Variety—

Now, though the foregoing is my basic plan, I do inject a great deal of variety in day-by-day class meetings. Sometimes, for example, I dictate a sentence and have the class write it over and over for a minute, to see how many times each student can write it in that time; then a quick poll of the class is exciting—a triumphant moment.

I may have students read cold notes, dictated three or four days before. Sometimes I use what my students call "the broken record." The classes like this very much. I take a letter from the homework assignment and, while dictating it, repeat a phrase or word several times, rapidly increasing the speed of dictating the phrase or word before going on. I work through the whole letter in this manner; then I finally dictate it at a rate that is well above the normal writing rate of the class.

Now and then I use another procedure that students seem to enjoy—"dry-pen writing." I dictate a letter from the text and have them follow in the book, writing the outlines (with the dry end of a pen or mechanical pencil) over those in the textbook. Then I dictate the take again, this time having the students write in their notebooks *but keep their eyes on the text*. Finally, with textbooks closed and regular pens in use, I dictate the entire letter a third time while students take it in their notebooks—and well!

## ■ Putting Variety into Homework Assignments—

Homework, without the zest and competitive spirit of the classroom, can be especially monotonous. Whenever I feel that my class is sinking into a homework rut, I vary the procedure for writing the assignments. I may, for example, direct the students to write only in the left column of the notebook, leaving the right column blank. Then, if they pause or hesitate on an outline or phrase, they are to swing over to the right-hand column and practice that outline until it is smooth and easy for them to write. After going through the assignment in this way once, the students then write it straight through once again. I have had many students write an assignment three times because, with minds focused on smooth writing, they felt that they needed additional drill even after writing the homework a second time.

Sometimes I have the students do their homework by what I call my "three-line plan." This is more or less a form of auto-dictation. The student writes the assignment on every third line; when the entire lesson is completed, he closes his book and goes back and writes on the second line, reading aloud from the first line written. The third step, of course, is to go back and write on the third line, reading from the second line of copy. Students like this, too.

My classes all subscribe to *Today's Secretary* magazine. Periodically, for a real break in homework practice, I give them a reading assignment from the shorthand stories in the magazine. How they welcome such an assignment and enjoy doing it!

One thing is well established: In all homework assignments the students know that they must—well, *should*—read the lesson several times before writing it; and "reading it" means reading it *aloud*, and fluently.—Mrs. Jane H. O'Neill, University of Maryland, College Park, Maryland.



These six students and their instructor (center), Mr. George Drescher, were part of group that had a

# Store for a Week

• GLORIA CLEMENTS

**L**IKE MANY other schools, the Senior High School in Baldwin, New York, boasts a practical retailing course that permits students to work after school in stores and to apply hours of learning to hours of earning; but, unlike any other high school of which we know, this school actually set up a business—a store—and ran it for a week. It sold real merchandise to real people for real cash and made a real profit.

The school did? Well, the retailing pupils in the business department of Baldwin High did. With the guidance of George Drescher, their instructor, they conducted a co-operative retail store with fifty lines of merchandise. It was last May 17 to May 24, in a newly vacated and freshly redecorated store across the street from the Baldwin Post Office, right in the middle of town.

It was work, but working together was good fun, too; and meeting the genuinely interested public in the students' very own store primed their alertness and poise. The hope of making real money (for the D.E. scholarship fund) sparked their endeavors with extra zest, made selling real and earnest.

## ■ How It All Started—

The foundation for the project was laid back in the

first semester, the fall term, with a thorough study of an imaginary business and all its needs, from capital to cases, from know-how to nails. Soon the students were appreciating and understanding the intricate patterns of stocking, accounting, inventorying, packaging, selling, and all the other modern retail matters that Mr. Drescher was teaching in Retailing I. From this study generated the wish and the plan for a real store of their own.

During each of his three years at Baldwin, Mr. Drescher has led his seniors into a different, interesting, and valuable project of some kind. This time the students did the leading; they led him into the store business.

As plans were formulated, ideas—like popcorn—burst out all over the room from pupils and teacher alike. The talents and strengths of every girl and boy were exploited; so, each pupil contributed (and was aware that he contributed) an important part of the whole scheme. Everyone was on at least one committee; and everyone voted for the chairman and the management, which comprised a store manager, an assistant manager, a head cashier, an accountant, a publicity director, two display directors, and an artist. Mr. Drescher acted in an advisory capacity and took charge of co-ordinating the whole project.



FRONT OF mimeographed handbill distributed to 4,000 Baldwin (New York) homes. This article resulted from the author's reading one of the handbills during a visit to friends in Baldwin; she is a professional writer, not a business teacher.

### ■ Getting Set Up for Business—

Two solid months of preparation preceded the occupancy of the store, the last two weeks being the most harrowing, as it turned out. Merchants were canvassed; twenty-one became "co-operating merchants" by providing, at cost, the goods the students sold in their store.

The date of the project was determined by the merchants, who for obvious reasons favored the week after Mother's Day and before Father's Day; hence, May 17-24.

Publicity was resoundingly thorough. Talks were given to fourteen groups, including the local PTA's, Lions, Kiwanis, Masons, and Board of Trade. Six stories appeared in four newspapers, with pictures—even to a full-page spread in the Long Island Sunday section of the *New York Daily News*. Four thousand handbills were distributed from house to house. Fifty posters were placed in store windows, and daily radio announcements were made during the week over local radio station WHLI.

On opening day there were the usual Opening Day promotions, and then some—225 carnations were given to the ladies, and chewing gum was given to the children who visited the store. A large and handsome store sign was donated by a local sign-painting firm, and a free advertisement was placed in the local *Shopping News* weekly paper.

### ■ For a Moment, Catastrophe—

On May 3, two weeks before the opening, all arrangements were completed except for one hair-raising catastrophe.

"No store!" wailed Mr. Drescher, in reminiscence the other day. Twenty-four vacant stores had one after another been denied them—then they got one. "We had a store all cleaned up and painted—then it was sold out from under us!"

May 3. The merchants and the students were trying to compute how much goods and equipment would be needed—without knowing where and how they would locate.

"But the Board of Trade was very co-operative," Mr. Drescher recalls thankfully. "They found us a store that was being vacated that very week. The father of one of our high school students owned it, and he was glad to let us use it."

An empty store. No fixtures, no equipment of any sort; but it was theirs for a week and a day. Again, with the speed of practice and of pressure, the appropriate committees got to work at cleaning, painting, and looking up equipment. Display cases of ten assorted colors were borrowed from six sources and harmonized by the judicious use of shelf and crepe paper; general lighting and spotlights were donated.

Then the merchandise was assembled, identifying posters were hung, books were set up (with code numbers for the different contributing merchants), the window was decorated, and the doors were opened on schedule.

### ■ They're In Business—

It was a full-time store, open from nine to six. The students kept three-hour shifts, 9-12, 12-3, and 3-6, losing only six hours of class work with other teachers. But, by pre-arrangement, every student made up every assignment—in most cases, ahead of time. The two managers did miss more school time, for they each had to be on duty in the store for half a day; but they were capable students who worked well ahead in their other subjects before the store was opened. The other teachers were very co-operative; many turned out to be good customers, too.

All the students took turns in all the roles that must be filled in a business; thus all learned from experience the entire business of operating

a small retail store. Mr. Drescher and Mr. Charles Spratt, head of the Baldwin business department, both feel that the young people gained invaluable knowledge and experience.

The merchants, too, gained by their co-operation. They enjoyed long-range gains, of course, in terms of better-trained workers and consumers of the future. But they gained at once, too, through the free publicity, of the most favorable kind, that accrued to them.

For example, the handbill that went to just about every house in Baldwin enumerated the names of the twenty-one co-operating merchants, and the names of their establishments were included in nearly all the announcements and news releases.

Moreover, at each display of merchandise in the students' store there was a large placard bearing the name of the contributing merchant, such as:

### HARDWARE

#### Whitehead's Store Co-operating Merchant

And there were some merchants big enough to tell the school, frankly, that the opportunity to co-operate in the project did much to stir their own sales staffs to new interest, too.

Financially? Everyone concerned is proud to record that, after all costs had been paid, the store had made a profit of \$200—a welcome addition to the scholarship fund that will one day send a student on to become a distributive education college-trained specialist.

### ■ And a Final Query—

If one alert high school can conduct a program so admittedly rich, cannot others? Yours?

The project requires only the co-operation of farsighted merchants, the leadership of an ingenious teacher, and the willingness to work of a group of students sincerely interested in distributive education.

With merchants providing at cost the merchandise sold, on a depository basis, the school need invest but a modest sum for paints and minor supplies; it can hardly lose any money. And it can gain an immeasurable amount of the best possible kind of sound public relations, along with a richer training program.



# *My favorite device for transcription*

**A**S A TEACHER of first-year shorthand, the shorthand transcriptions with which I deal are written in longhand. Teachers are aware of the poor penmanship that is common in schools today; because of this poor penmanship, I was forced to work out a plan that would relieve me of checking many test papers. My eyes just couldn't stand the strain of trying to decipher some of the longhand turned in by my students!

## ■ I Bought a Lot of Colored Pencils—

How did I solve the problem? For seventy-five cents I bought enough colored pencils to last for a semester's checking. Why use colored pencils? To resolve any doubts as to whether Jane Doe slipped in a comma while checking, or added another *o* to the word "too," I decided to use the colored pencils; Jane would not add a bright red *o* or a green comma!

Let us say that we are in the early stages; your dictation is at 40 words a minute. All students will be transcribing the 40-word-a-minute-test letter. At this point, every student will be checking the same letter. Sometimes I have a student check his own paper, but usually I have the papers exchanged. Why? Is it because I think the student will be dishonest? No; my main reason in having papers exchanged is for the detection of spelling and punctuation errors. As I slowly read the letter aloud, the students follow and check any errors that appear. If a student corrects his *own* paper, he will not ask how to spell a word that he thinks is spelled correctly; more than likely, his neighbor will detect this error.

After the class has checked the papers, they are returned to the owners and time is allowed for further questions, if necessary. Papers that meet the 95-per-cent-accuracy standard are then passed in to me.

As for my own re-checking, it is surprising how easy it is to glance over a paper that has been checked with colored pencil when you are re-checking for additional errors. Since my grading is based on the number of test letters transcribed with 95 per cent accuracy, I need only make sure that the student has not exceeded this limit. I find that the students do an excellent job of checking.

## ■ But When They Write More Than 40 Wam—

Up to this point we have considered only the first stage of transcription, that stage in which everyone is trying to pass a 40-word-a-minute test. We know that gradually the range within each class widens until it is necessary to dictate at speeds varying from 50 to, perhaps, 90 words a minute. The problem now appears to be more complex. One surely couldn't take the time to read back in any one class the letters dictated at all these speeds.

I collect all transcripts, properly marked 50, 60, 70, etc., at the end of each shorthand class period on the day the test is given. The largest number of papers at this widest range will fall into the 60-word and 70-word groups. If I have two shorthand classes, I have the one class check all the 60-word-a-minute papers and the other class check the 70-word papers—word for word.

Now what is left for me to check, word for word? I have five or six letters at 50 words a minute, three or four at 80 words a minute, and perhaps one or two at 90 words a minute. I do not finish checking a paper that goes below the limit of 95 per cent accuracy. Therefore, among the papers I have to go over personally, two or three would probably be checked only to the point where the number of errors exceeded the maximum allowed.

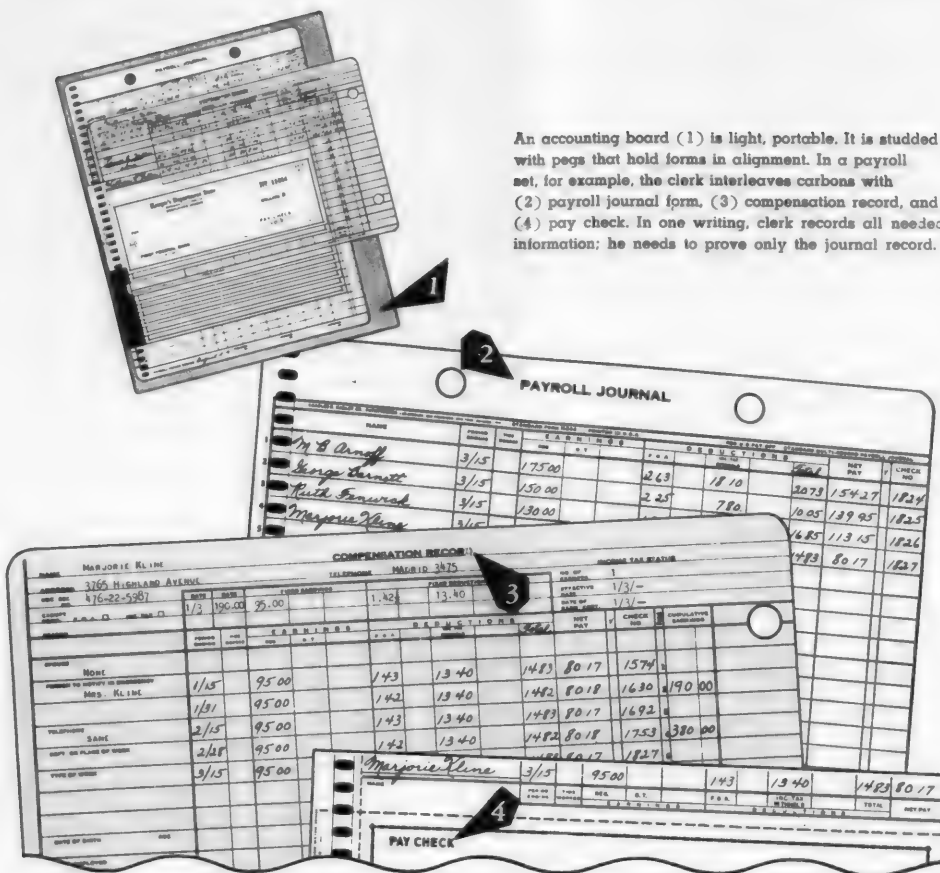
At this point, you wonder whether I have just enough 60-word-a-minute and 70-word-a-minute papers to distribute evenly to my two classes. On very few occasions does this perfect arrangement develop. What, then, becomes of the three or four students who do not get papers to check? The slower pupils are sometimes permitted, during this time, to do additional work on brief forms or phrases. A student who has been absent may use this time to make up a missed assignment. An "A" student is sometimes excused from checking, to do a special typewriting or mimeographing assignment. *Today's Secretary* has more than once proved very valuable at this time.

You may also ask, "What do you do if you have more papers than you have pupils in the class?" In a case like that, where I have perhaps four or five more 60-word letters than I have students in the class that is going to check the 60-word papers, I give some of the better students two *good* papers to check. These students very often have less trouble checking two good papers than some other student may have in checking one poor one.

Probably most teachers have a very satisfactory method of checking transcription papers without reading every letter word for word; but, if your students are not taking part in the checking, they are missing a valuable learning experience.

## ■ Maybe You Could Do It with Typed Papers, Too—

Although I have written from the viewpoint of first-year shorthand, I believe that this method of checking could also be used satisfactorily with typewritten transcripts. Because the mailable transcript is the only acceptable one in many advanced shorthand classes, the teacher of second-year shorthand may want to deviate somewhat from the plan I have described; but she certainly should not find it necessary to check every word in every letter—*Marion E. Fosdick, McCaskey High School, Lancaster, Pennsylvania.*



## Now They're Doing Bookkeeping on

**T**HE BASIC PRINCIPLES of double-entry accounting have remained unchanged since the days of Pacioli in the fifteenth century. For every debit there must still be an equal credit. Assets still equal liabilities plus capital. But here the similarity of old and new ends. Accounting procedures today bear about as much resemblance to the procedures of even fifty years ago as today's Cadillac bears to the medieval ox cart.

### ■ As Keeping Books—

Let's briefly see how "shirt-sleeve" accounting, the actual work of creating the records and entering the figures in the books of account, has changed since the turn of the century.

In those days, records were kept in heavy, bound books. Can you imagine the weight of a ledger thick enough to house about 600 accounts, leaving sev-

eral blank pages for future entries for each of the accounts? (Future needs couldn't always be estimated, so one account might be found in three or four different sections of the ledger.)

Bookkeepers in those days stood (or sat on tall stools) at a long, high desk, making their entries in beautiful Spencerian script. Desks had to be long because some of the journals were as much as seven feet long when opened. Columnar journals usually had a column for each account in the General Ledger.

Carbon paper had not been accepted as yet. Copies of letters were made by "letter press" a sort of hectograph process by which an impression of the ink from the letter was transferred to the back of a sheet of tissue paper through which the impression could be read.

### ■ Enter Loose-Leaf Sheets—

It wasn't until just prior to the 1920's that the cumbersome, inflexible bound books gave way to binders with loose-leaf sheets. Loose-leaf journals gained acceptance some time before loose-leaf ledgers were accepted. Businessmen were afraid that ledger sheets might easily be lost or removed.

Loose-leaf ledgers and journals were a tremendous improvement over bound books. Accounts could now be kept strictly in order, according to the chart of accounts. Subsidiary ledgers could be divided so that several people could work on the accounts receivable or payable postings at one time.

By this time, typewriters had been popularized and carbon paper had gained universal acceptance. The old-fashioned letter press, for making copies

of letters, was discarded. Adding machines became the rule, rather than the exception, in every office.

#### ■ Then, Accounting Machines—

The typewriter and the adding machine were then combined, together with a collating device for bringing the forms together, to produce the book-keeping machine.

This was another giant stride in speeding up accounting procedures. Sales journal, accounts receivable ledger, and customer's statement could now be brought together and posted in one operation.

The payroll and accounts payable functions could also be accomplished on the accounting machine.

Many smaller businesses, and many larger businesses with multi-branch operations, found that the capital investment required to install the accounting machines was prohibitive. They also discovered that on a single-machine installation where the one machine was expected to handle all the accounting functions, a breakdown of the machine or the absence of the trained operator could bring the accounting functions to an abrupt halt until the machine was back in operation.

#### ■ So, The Accounting Board—

"Small business" has found that the accounting board, which gives the advantages of a machine without the capital investment, fills a definite need.

"Big business" has found that when their machines have reached the saturation point, accounting boards can be utilized to relieve the machines of one of the accounting functions—this function is most frequently payroll. Pay-

roll departments like the flexibility of accounting boards. When the payroll takes a jump, another board is added.

• *The accounting board is, strictly speaking, a collating device, a means of bringing related forms together so that identical information that must be entered on two or more forms can be entered on both or all forms in one writing operation.*

Accounting boards, in general, use pegs for holding the forms in alignment. The pegs may be fixed or on movable rails; they may be round, oval, or rectangular in shape. The forms used on accounting boards must, therefore, be punched with holes to fit over the pegs. The forms must be carefully designed and manufactured so expertly that, when placed on the board, the columns of all related forms will be in perfect register. Entries can then be made on the top form with the assurance that the same entry will appear in the proper space on all additional forms on the board.

• *Variety of Boards.* The operation of accounting boards will vary somewhat with the make of board used. Some have a fixed writing line, with a device for spacing the journal up one line after each entry has been made. Others do not have a fixed writing line, the journal remaining stationary on the board and the forms being spaced to register automatically with the cross lines of the journal.

• *Variety of Uses.* Recently I had the opportunity of leafing through the sample file of forms for accounting boards in an office of one of the firms most successful in marketing these devices. The

thing that impressed me most wasn't the big names of the business world revealed on the forms on file, but the almost infinite variety of special applications adapted to the accounting board.

Among these were a receipting plan for automobile dealers, a system for controlling receipts by collection agencies, a bank debit-ticket plan, a hospital reservations plan, a system for controlling the receipts and disbursements for an escrow company, a system for controlling the collection and issuing of blood in a blood bank, a system for Federal Credit Unions, a system for controlling rents for Federal Housing projects, a lay-away and budget-account system for a nation-wide chain of ladies wear shops, and hundreds of other applications that I could mention if space permitted.

• *Why Boards Are Popular.* From even this brief list of special applications, it can be seen that accounting boards are extremely versatile. They are flexible because they are inexpensive and do not require trained operators. When the volume of transactions exceeds the capacity of one board, it costs very little to add another and to assign any office worker to its operation. Posting several related forms in one operation saves time and thereby cuts clerical labor costs; it also eliminates the possibility of making transferral errors.

Perhaps the greatest single advantage of accounting boards is accounting control. Proving the journal proves the accuracy of the detail posted; therefore, General Ledger control accounts are always in agreement with the detailed accounts.

#### • LUTHER D. STEVENS, C. P. A.

Stevens & Lovelady  
San Mateo, California  
and Golden Gate College

## "Accounting Boards"

Versatility of accounting board is shown by this "set" of forms used in one-time writing of accounts receivable:

(5) proof journal, for daily control; (6) statement, ready to drop in the mail; (7) the ledger, showing current balance for instant reference; and (8) the account aging and follow-up record. Proving the journal automatically proves the ledger and statement. Use of accounting board saves 50 to 75 per cent of clerical time and eliminates annoying transferral errors. Any clerk quickly learns use of board.



**WINNERS OF THE SILVER LOVING CUP** for the best club of papers from a public high school were these students of Liberty Costas', at Penn High School, Verona, Pennsylvania.



**TOP HONORS** in the Private School and College Division were won by these students from Our Lady Help of Christians Academy, Havana, Cuba. Their teacher is Sr. Mary Elizabeth.



**THE BEST BOOKKEEPING CLUB** in the Parochial High School Division is this group of students taught by Sr. Mary of the Seven Dolors, St. Patrick's Academy, Washington, D.C.



# Hats Off to the Winners!

## Here are the results of BEW's 16th International Bookkeeping Contest

**T**HIS YEAR, many thousands of students from all parts of the world entered the 16th International Bookkeeping Contest sponsored by BUSINESS EDUCATION WORLD. From all the solutions submitted, the judges have selected the winners listed below.

To all who won prizes, BEW extends Congratulations! To all who participated, BEW says, "Come again!"

### ■ First-Place School Prizes—

A Silver Trophy Cup to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* Penn High, Verona, Pennsylvania—*Liberty Costas*

- *Parochial High School Division:* St. Patrick's Academy, Washington, D. C.—*Sr. Mary of the Seven Dolors*

- *Private School and College Division:* Our Lady Help of Christians Academy, Havana, Cuba—*Sr. Mary Elizabeth*

### ■ Second-Place School Prizes—

A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* Northbridge High, Whitinsville, Massachusetts—*Wesley F. Warner*

- *Parochial High School Division:* St. Joseph High, Lowell, Massachusetts—*Sr. Saint-Matthieu*

- *Private School and College Division:* St. Mary's School, Ladysmith, British Columbia, Canada—*Sr. Maria Assumpta*

### ■ Third-Place School Prizes—

A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* High

School, Parkersburg, Iowa—*Paul Phillips*

- *Parochial High School Division:* St. Ladislaus High, Detroit, Michigan—*Sr. M. Blanche*

- *Private School and College Division:* Lourdes Academy, Cleveland, Ohio—*Sr. M. Borromeo*

### ■ Fourth-Place School Prizes—

A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* High School, Hart, Michigan—*Elise Dodge*

- *Parochial High School Division:* St. Angela Academy, Montreal, Quebec, Canada—*Sr. Mary Ernestine*

- *Private School and College Division:* Holy Names Business College, Montreal, Canada—*Sr. M. Francois d'Assise*

### ■ Fifth-Place School Prizes—

A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* High School, Ayden, North Carolina—*Mrs. Hannah H. Allen*

- *Parochial High School Division:* St. Elizabeth's Commercial High, Baltimore, Maryland—*Sr. M. Margaret Philomene*

- *Private School and College Division:* College Notre-Dame d'Acadie, Moncton, New Brunswick, Canada—*Sr. Marie-des-Lys*

### ■ Sixth-Place School Prizes—

A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* Union High, Yuba City, California—*Reginald C. Estep*

- *Parochial High School Division:* Messmer High, Milwaukee, Wisconsin—*Sr. M. Cunigundis*

- *Private School and College Division:* St. Patrick's Business College, Digby, Nova Scotia—*Sr. Mary Charles*

### ■ Seventh-Place School Prizes—

A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* High School, Ketchikan, Alaska—*Irven S. Wengert*

- *Parochial High School Division:* St. Louis Academy, Lowell, Massachusetts—*Sr. Gertrude-du-Divin-Coeur* and *Sr. Agnes-du-Sauveur*

- *Private School and College Division:* The Camrose Lutheran College, Camrose, Alberta, Canada—*Luther S. Olson*

### ■ Eighth-Place School Prizes—

A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

- *Public High School Division:* High School, Ellsworth, Maine—*Charlene M. Johnson*

- *Parochial High School Division:* Notre Dame High, Central Falls, Rhode Island—*Sr. Marie Donald*

- *Private School and College Division:* St. Paul's High, Norton, Vermont—*Sr. M. Francois de Jesus*

### ■ Gold Seal Certificate Winner—

Teacher entering a club that scored 275 out of a possible 300:

*Sr. M. Blanche*, St. Ladislaus High School, Hamtramck, Michigan  
*Sr. Mary Leonarda*, St. Patrick High School, Iowa City, Iowa  
*Walter L. Naiman*, Union High, Manteca, California

# PRIZES AWARDED IN BEW's 16th INTERNATIONAL BOOKKEEPING CONTEST



Silver Trophy Cups



Contest Certificates

## ■ Red Seal Certificate Winners—

Teachers entering clubs that scored between 250 and 274 points out of a possible 300:

Mrs. A. Alexander, Sumner High, Kansas City, Kansas  
Mrs. Ethel M. Bolling, High School, Estes Park, Colorado  
Pauline Brungardt, High School, Neas City, Kansas  
N. S. Ching, Farrington High, Honolulu, Hawaii  
Bernadette Cunyan, Mount St. Mary's High, Oklahoma City, Oklahoma  
Marion W. Currier, Bartlett High, Webster, Massachusetts  
Cecil E. Davis, High School, Liberal, Kansas  
Edgar N. Dixon, High School, Flanagan, Illinois  
Mrs. Ruth Dixon, High School, Topkauish, Washington  
Leona F. Evans, Union High, Barstow, California  
Mrs. Marjorie Fox, High School, Albuquerque, New Mexico  
Mrs. George Goody, Bourbon County High, Paris, Kentucky  
Ethel Grogg, High School, Goshen, Indiana  
Mrs. Elsie M. Keene, Robinson Seminary, Exeter, New Hampshire  
Mrs. Jessie B. Kerr, High School, Easton, Pennsylvania  
Ervin Knuth, Lutheran High, Milwaukee, Wisconsin  
Mrs. T. L. Lide, High School, Smithfield, North Carolina  
Beth McCauley, Union High, Rifle, Colorado  
Ruth McCawley, High School, Exeter, Pennsylvania

Dorothy M. L. Michael, Mission High, Ganado, Arizona  
Marcella Mouser, Center High, Yates Center, Kansas  
Mrs. Marguerite Nelson, South Shore High, Port Wing, Wisconsin  
Mary Oldham, High School, Stockton, Missouri  
Ruth Owen, High School, Mayville, Missouri  
Felicia Passaro, High School, Tidoute, Pennsylvania  
Mrs. Eva Pfeil, High School, Pleasanton, Texas  
Mrs. Edna C. Schetzie, High School, Oroville, Washington  
Mother Mary Dymphna, St. Mary's Commercial High, Christiansburg, St. Croix, Virgin Islands  
Sr. Agnes Imelda, St. Vincent Ferrer, New York, New York  
Sr. Alvara, St. Joseph High, Le Mars, Iowa  
Sr. Elaine Helena, Our Lady of Pity School, Cambridge, Massachusetts  
Sr. Elise, Notre Dame High, Hamilton, Ohio  
Sr. Florence Louise, Saint James High, Salem, Massachusetts  
Sr. Jean Teresa, St. Charles School, Lebanon, Kentucky  
Sr. Josephine Marie, St. Teresa's Academy, Boise, Idaho  
Sr. Louis Ellen, St. Joseph Academy, Bay St. Louis, Mississippi  
Sr. Margaret Concepcion, St. Mary's Business School, Buffalo, New York  
Sr. Marie Dolores, Mgr. Conway Academy, Edmundston, New Brunswick, Canada

New Brunswick, Canada  
Sr. Marie Leonard, St. Dominic High, Lewiston, Maine  
Sr. Mary Amofilia, St. Joseph Academy, Stevens Point, Wisconsin  
Sr. Mary Boniface, St. Basil Academy, Philadelphia, Pennsylvania  
Sr. M. Damian, High School, Antonito, Colorado  
Sr. M. Dionysia, Holy Trinity High, New Ulm, Minnesota  
Sr. M. Elisabeth, Good Counsel Academy, Mankato, Minnesota  
Sr. Mary Helen Regine, St. Mary's High, Clinton, Iowa  
Sr. Mary Josella, High School, Strasburg, North Dakota  
Sr. M. Josephine, St. Joseph's Academy, Crookston, Minnesota  
Sr. M. Lilliana, Slovak Girls Academy, Danville, Pennsylvania  
Sr. Mary Madeleine du Calvaire, Saint Ann's Academy, Montreal, Quebec, Canada  
Sr. Mary Monique du Rosaire, Saint Ann's Academy, Montreal, Quebec, Canada  
Sr. Mary Roche, Academy of the Immaculate Conception, Oldenburg, Indiana  
Sr. Mary Rose Paulina, Saint Ann's Academy, Montreal, Quebec, Canada  
Sr. M. St. Gerard, St. Mary, Star of the Sea School, Baltimore, Maryland  
Sr. Mary Saint Ina, Saint Gabriel's Academy, Montreal, Canada  
Sr. Mary of St. Verda, St. Anthony High, Manchester, New Hampshire  
Sr. Michael High, Pittsburgh, Pennsylvania  
Sr. M. Stanislaus, St. Alphonsus Commercial High, New York, New York  
Sr. M. Sylvio, Holy Angels Academy, Saint Jerome, Quebec, Canada  
Sr. M. Therese de la Providence, Holy Angels Academy, Saint Jerome, Quebec, Canada  
Sr. M. Urban, St. John's High, Little Chute, Wisconsin  
Sr. St. Paul of the Cross, Sacred Heart Convent, Magog, Quebec, Canada  
Mrs. Marion Taylor, Richmond Junior-Senior High, Lulu Island, Vancouver, B. C., Canada  
Wilma Twito, High School, Lamoni, Iowa  
Mrs. T. L. Ware, Jr., High School, Mount Holly, North Carolina  
Edris Warner, Mount Baker High, Deming, Washington  
Mrs. Inez Yates, High School, Quitman, Texas

## ■ Blue Seal Certificate Winners—

Teachers entering clubs that scored between 215 and 249 points out of a possible 300:

Ruby A. Agnew, Union High, Junction, Wisconsin  
Mrs. Katharine Allred, High School, Albuquerque, New Mexico  
Mrs. M. C. Anderson, Jr., High School, Batesville, Mississippi  
Mrs. Helen Atterberry, High School, Leon, Iowa  
M. R. Bakken, High School, Camrose, Alberta, Canada  
Abbie BeMent, Public Schools, Rockford, Michigan  
Elsie Borck, High School, Marysville, Kansas  
Lester D. Brown, High School, Rising Sun, Indiana  
Mrs. Betty Buck, Gilmore High, Sandyville, West Virginia  
Mrs. Helen Cole, Senior High, New Braunfels, Texas  
Mrs. Rebecca Cole, High School, La Crosse, Kansas  
Mrs. Shirley Cruise, Consolidated School, Dalton, Nebraska  
Mrs. Ruth Donohoe, Mount Marty High, Yankton, South Dakota  
Mrs. Juell Duren, High School, Galva, Illinois  
Gene T. Eaton, High School, Gallatin, Missouri  
Martha Gengler, Rural High, Hunter, Kansas  
Muriel Gerard, Orono High, Long Lake, Minnesota  
Florence E. Greenleaf, Wilton, Maine  
Minnie B. Griffiths, Chas. B. Gaskill Jr. High, Niagara Falls, New York  
Arlene Haggard, Junior College, Alvin, Texas  
Kenneth M. Hopper, Calaveras Union High, San Andreas, California  
Helen Huber, High School, St. Croix Falls, Wisconsin  
Juanita Hudson, High School, Trempealeau, Wisconsin  
Mrs. Lucille Hughes, Bendle High, Flint, Michigan  
Nathan Hymanson, High School, Athol, Massachusetts  
Daniel I. Ile, Taylor High, North Bend, Ohio  
Mrs. Honor Israel, Jr.,

School, Camrose, Alberta, Canada  
Estelle Jentges, High School, Cedarburg, Wisconsin  
Mrs. Fern Jones, High School, Shreve, Ohio  
Frank F. Kane, Adair County High, Sutter Creek, California  
Harold B. Kane, Vocational School, Savannah, Georgia  
Blanche Knighton, High School, Okanagan, Washington  
Mildred Konsterlie, High School, Hendricks, Minnesota  
Mrs. Marlin Laubach, High School, Okeene, Oklahoma  
Mrs. Janice Levi, Lemke, Kelley Business Institute, Niagara Falls, New York  
Mrs. George Lemons, High School, Wagoner, Oklahoma  
Mrs. Velma Love, High School, Shinnston, W. Virginia  
Mrs. Velma Mannerter, High School, Hubbard, Iowa  
Howard Mason, High School, Spurgeon, Indiana  
Callie Miller, High School, Sanger, Texas  
Ellen M. Miller, College & Bible School, Hesston, Kansas  
Brother James L. McCatney, Chamizade College, Academy, Clayton, Missouri  
Ruby McQuilkin, High School, Sterling, Colorado  
Alta B. Parks, French High, Beaumont, Texas  
Fred R. Profeta, South Side High, Newark, New Jersey  
Merta L. Reed, High School, St. Charles, Michigan  
Izetta B. Robbe, High School, Mt. Carroll, Illinois  
Mrs. G. P. Robertson, High School, Jackson, Tennessee  
Winnie T. Scott, High School, Abilene, Kansas  
Violet Schaeperkoetter,

High School, Owensville, Missouri  
 Miss F. Severance, High School, Athol, Massachusetts  
 John K. Sheets, Rural High, Quinter, Kansas  
 Jean Shope, High School, Mt. Orab, Ohio  
 Mother M. Greenv. Marquette, Alton, Illinois  
 Sr. Alma Joseph, Marybrook Academy, Maumee, Ohio  
 Sr. Coletta, St. Gregory High, Chicago, Illinois  
 Sr. Elizabeth, Malineckrodt High, Wilmette, Illinois  
 Sr. Emilienne-Marie, Our Lady of the Mountains Academy, Gorham, New Hampshire  
 Sr. Eva Marie, Luke Callaghan High, Montreal, Quebec, Canada  
 Sr. Joan Theresa, St. Louis High, Webster, Massachusetts  
 Sr. Lucy, Josephinum High, Chicago, Illinois  
 Sr. Maria Virginia, St. Hubert's Catholic High for Girls, Philadelphia, Pennsylvania  
 Sr. Marie-Thomas, Notre Dame High, Berlin, New Hampshire  
 Sr. M. Adelia, St. Joseph High, Wapakoneta, Ohio  
 Sr. M. Alice, Divine Redeemer Academy, Elizabeth, Pennsylvania  
 Sr. Mary Ancilla, St. Joseph's High, Hilo, Hawaii  
 Sr. M. Anne Joseph, Sacred Heart High, Waterbury, Connecticut  
 Sr. Mary Basil, St. Clara Academy, Sinsinawa, Wisconsin  
 Sr. Mary of Bethlehem, Precious Blood High, Holyoke, Massachusetts  
 Sr. M. Cecilia Agnes, College of Our Lady of Mercy, St. John's, Newfoundland, Canada  
 Sr. M. Clavera, Marycliff High, Spokane, Washington  
 Sr. M. Cornelia, Elizabeth Seton High, Pittsburgh, Pennsylvania  
 Sr. M. Delphine, Fairview High, Orient, South Dakota  
 Sr. Mary Dorothea, Immaculate Conception School, Cedar Rapids, Iowa  
 Sr. M. Elfrida, Saint Mary Central High, Carlyle, Illinois  
 Sr. Mary Ellen, Ann's Convent, Nanaimo, B. C., Canada  
 Sr. Mary E. C. Canada  
 Sr. Mary Evangela, Corpus Christi High, Galesburg, Illinois  
 Sr. M. Francis Clare, St. Procop High, Cleveland, Ohio  
 Sr. M. Helena, Holy Rosary Commercial School, St. Stephen, N. B., Canada  
 Sr. M. Hilary, St. Thomas High, Bradock, Pennsylvania  
 Sr. M. Ignatia, St. Mary's Academy, Prairie du Chien, Wisconsin  
 Sr. Mary Jacinta, Saint John High, Lima, Ohio

Sr. Mary James Martin, Saint Paul's High, San Francisco, California  
 Sr. Mary Joachim, St. John High, North Cambridge, Massachusetts  
 Sr. Mary Joseph, Ursuline Academy, Laredo, Texas  
 Sr. M. Leo, St. Vincent High, Akron, Ohio  
 Sr. M. Louise of Charity, Notre Dame High, Berlin, New Hampshire  
 Sr. Mary Lourdes, St. Boniface High, Cleveland, Ohio  
 Sr. M. Michael Cecilia, Bethlehem Catholic High, Bethlehem, Pennsylvania  
 Sr. Mary Petrus, Immaculate Conception Academy, Davenport, Iowa  
 Sr. Mary Remigia, Immaculate Conception Academy, Elma, Iowa  
 Sr. Mary Stephen, St. Michael High, St. Michael, Minnesota  
 Sr. Mary Stephen, Sacred Heart School, Oelwein, Iowa  
 Sr. M. Terentia, Immaculate Academy, Hamburg, New York  
 Sr. Mary Theodora, SS. Peter & Paul School, Saginaw, Michigan  
 Sr. Mary Veronica, Mount Saint Mary Academy, Fall River, Massachusetts  
 Sr. Mary Xavier, Holy Rosary Academy, Union City, New Jersey  
 Sr. Paul Joseph, Providence High, San Antonio, Texas  
 Sr. Rose Miriam, St. Mary High, Lancaster, Ohio  
 Sr. Saint Eustelle, Marie, Saint Roch's Convent, Quebec, Quebec, Canada  
 Sr. St. Helen Marie, St. Anne's High, Lawrence, Massachusetts  
 Sr. St. Irene, St. Joseph High, Biddeford, Maine  
 Mrs. Virginia B. Snafield, Andrews School for Girls, Willoughby, Ohio  
 Mrs. Della C. Spear, Sugar Creek Township High, Kirklin, Indiana  
 Otto J. Steingraber, High School, Burlington, Wisconsin  
 Lucille Sterling, Township High, Savanna, Illinois  
 Naomi S. Stevens, High School, Gainesville, Florida  
 Fred E. Stockbridge, High School, Camas, Washington  
 Diana Swierenga, Chicago Christian High, Chicago, Illinois  
 Harry Taxvor, Senior High, Lockport, New York  
 Mrs. G. A. Thomas, Midway School District R-2, Stark City, Missouri  
 Michael Ukrainetz, High School, Peace River, Alberta, Canada  
 R. D. Whaley, High School, Nashville, Georgia  
 Mrs. Marguerite H. Walker, High School, Altheimer, Arkansas  
 Mrs. Golda Wiener, Delta School, Delta, Ohio

recognition of the excellence of their work include the following (with the name of the teacher in *italics*).

**ARIZONA**  
 Anna B. Felix, Immaculate Heart Academy, Tucson — *Adeline Hilkert*

**CALIFORNIA**  
 Bernice Rettecourt, Union High, Manteca  
 H. L. Naiman  
 Barbara Keeley, St. Paul High, San Francisco — *Sr. Mary James Martin*

**CANADA**  
 Francoise Bedard, Holy Angels Academy, St. Jerome — *Sr. Marie Sylvio*  
 Lorraine Belleau, St. Roch's Convent, Quebec — *Sr. St. Eustelle Marie*  
 Joyce Link, Lutheran College, Camrose, Alberta — *Luther Olson*  
 Patricia Murphy, Our Lady of Perpetual Help Commercial School, Hanna, Alberta — *Sr. Mary Alphonsus*  
 Louise Richer, Holy Angels Academy, St. Jerome — *Sr. M. Therese de la Providence*

**COLORADO**  
 Catherine Cramer, Cathedral High, Denver — *Sr. Anna Marie Adelle*  
 Ruth Rutherford, High School, Eaton — *Mrs. Lorena Wert*  
 Penne Tiller, High School, Estes Park — *Mrs. Ethel Bolling*

**GEORGIA**  
 Barbara A. Nalley, West Fulton High, Atlanta — *Mrs. Marie H. Lacey*  
 Jo Ann Parrott, High School, Nashville — *Mrs. R. D. Whaley*

**HAWAII**  
 Marjorie Yonekura, Farrington High, Honolulu — *N. S. Ching*

**IDAHO**  
 Leora Tomlinson, High School, Aberdeen — *Olga B. Cooper*

**ILLINOIS**  
 Marie Dickemper, St. Mary Central High, Carlyle — *Sr. M. Elfrida*  
 Marian Fary, Lourdes High, Chicago — *Sr. Mary Abigail*  
 Frances Richmond, Technical High, Savannah — *Lucile Sterling*  
 Marilyn Ward, High School, Elgin — *Edna Lewis*  
 Helen Schwerin, Unit. Dist. #4, Flanagan — *Edgar N. Dixon*  
 Joyce Willis, High School, Galva — *Mrs. Luell Duran*

**INDIANA**  
 Norma J. Schroeder, Concordia Lutheran High — *F. Wayne E. F. Fiebig*  
 Kathleen Horvath, Froebel High, Gary — *Peter Cuamano*  
 Myra Dee Busie, High School, Mooresville — *Mrs. Janet Cowen*  
 Marian Hohersmidt, Immaculate Conception Academy, Oldenburg — *Sr. Mary Roche*

**IOWA**  
 Joen Schmitz, Immaculate Conception Academy, Davenport — *Sr. Mary Petrus*  
 Lorraine Penning, Public School, Hubbard — *Mrs. Velma Manometer*  
 Elaine Reagan, High School, Independence — *Mac Hanlon*  
 Gertrude Hoyer, St. Patrick High, Iowa City — *Sr. Mary Leonarda*  
 Margaret Clausen, High School, Sac City — *Frank Hoffman*

**KANSAS**  
 Gloria Cruse, High School, Abilene — *Winnie T. Scott*  
 Margaret J. Marsh, High School, Highland — *Virginia S. Hanchett*  
 Victoria Watlington, Summer High, Kansas City — *Mrs. A. A. thelia Alexander*  
 Lon Nelson, High School, Burlington — *Melbourne E. Nelson*  
 Gaynelle Koen, Rural High, La Crosse — *Rebecca Cole*

**KENTUCKY**  
 Hazel M. Mudd, St. Charles High, Lebanon — *Sr. Jean Teresa*

**MAINE**  
 Rita Huot, St. Joseph High, Biddeford — *St. Irene*

**MASSACHUSETTS**  
 Rita L. Barrett, Holy Name High, Chicopee — *Sr. Alfreda*  
 Pauline Dupre, Jesus Mary Academy, Fall River — *M. St. Noel*  
 Mary Dumais, Mt. St. Mary Academy, Fall River — *Sr. M. Verona*  
 Adele Falardeau, Precious Blood High, Holyoke — *Sr. Mary of Bethlehem*  
 Ruth M. Arlitt, High School, Lawrence — *Edward F. Parthum*  
 Arlene Mercier, St. Louis Academy, Lowell — *Sr. Gertrude du-Divin Coeur*  
 Yvette Lapierre, Notre Dame High, Southbridge — *Sr. St. Jean du Cenele*  
 Lorraine Jacob, Bartlett High, Webster — *Marion W. Currier*

**MICHIGAN**  
 Lillian Cnak, St. Stanislaus High, Detroit — *Sr. Mary Alma*  
 Mary Mary St. Peter and Paul School, Saginaw — *Sr. M. Theodora*  
 Joan Pope, High School, Sparta — *Lucille Ric*

**MINNESOTA**  
 Phyllis Hayward, City Schools, Blue Earth — *Beverly Larson*  
 Patricia Skorkinski, Good Counsel Academy, Mankato — *Sr. M. Elizabeth*  
 Virginia Thamer, High School, Owatonna — *Hazel Berglund*  
 Phyllis Engren, High School, St. Francis — *Kathryn M. Kinnman*

**MISSOURI**  
 Gayle Sifers, High School, Maysville — *Ruth Owen*

**MONTANA**  
 Elsie Schagel, High School, Laurel — *Helen Camerell*

**NEBRASKA**  
 Julene Pfeifer, St. Bonaventure High, Columbus — *Sr. M. Cyril*  
 Laura M. Kopetzky, High School, Dalton — *Mrs. Shirley Cruise*

**NEVADA**  
 Barbara Lockhart, Pershing County High, Lovelock — *Mary Hargland*

**NEW HAMPSHIRE**  
 Doris Jutras, Notre Dame High, Berlin — *Sr. Marie Thomas*  
 Doris Pelletier, Notre Dame High, Berlin — *Sr. M. Louise of Charity*  
 Mary Davis, Robinson Seminary, Exeter — *Mrs. Elsie M. Keene*  
 Doris Demers, St. Anthony High, Manchester — *Sr. Mary of St. Verda*

**NEW JERSEY**  
 Diane Maryanski, St. Dominic Academy, Jersey City — *Sr. Edith Magdalen*  
 Helen M. Rickershauser, Our Lady Queen of Peace High, North Arlington — *Sr. Catherine Anita*  
 Patricia Poh, Our Lady of the Valley High, Orange — *Sr. St. Norbert*  
 Angeli Campai, High School, Moorestown — *Mrs. Pearl B. King*

**NEW MEXICO**  
 Rachel Sena, High School, Albuquerque — *Marjorie Fox*

**NEW YORK**  
 Pauline M. Dusza, Bishop McMahon, Buffalo — *Shirley Liebler*  
 Dixie Duncan, Central High, Cinncinnatus — *Mrs. Ethel T. Pratt*  
 Rita Cuzuski, Immaculate Academy, Hamburg — *Sr. M. Teresa*  
 Helen McCullough, The Assisium, New York — *Sr. M. Rita Elizabeth*  
 Mary A. Ferritto, Mackall Junior High, Niagara Falls — *Minnie Griffith*  
 Rose Meszaros, The Keller Business Institute, Niagara Falls — *Mrs. Janice Lemke*

**OHIO**  
 Olga Hall, St. Procop High, Cleveland — *Sr. Mary Francis Clare*  
 Carolyn Craiglow, St. Mary High, Lancaster — *Sr. Rose Miriam*  
 Mary J. Keller, St. John High, Lima — *Sr. Mary Jacinta*  
 Marlene Newland, Olive-Orange Local School, Tupper's Plains — *Bonnie Brown*

**OKLAHOMA**  
 Mary A. Crocker, High School, Wagoner — *George Lemons*

**OREGON**  
 Joanne Blessing, Union High, Scappoose — *C. I. Lockyear*

**PENNSYLVANIA**  
 Shirley Cypak, St. Thomas High, Bradock — *Sr. M. Hilary*  
 Marlene A. Cadi, Little Flower High, Philadelphia — *Sr. Ursula Marie*  
 Elizabeth Fiegle, Shade High, Carlinbrook — *Edward D. Shaffer*  
 Anna Bianchini, Catholic High, Mount Carmel — *Sr. Rose Mary*  
 Rose Deebel, High School, Ringtown — *Charles O. Horn*  
 Gloria Semchynsky, St. Basil Academy, Philadelphia — *Sr. Mary Boniface*  
 Marcelline Ritta, St. Hubert's Catholic High for Girls, Philadelphia — *Sr. Maria Virginia*

**PUERTO RICO**  
 Luz Maria Gonzalez, High School, Caguas — *Mrs. Blenida D. Aponte*

**RHODE ISLAND**  
 Dolores N. Boudreau, Notre Dame High, Central Falls — *Sr. Maria Dorothea of the Sacred Heart*  
 Elaine Rogers, St. Patrick's High, Providence — *Mother Fidelis*

**SOUTH CAROLINA**  
 Connie Lawson, Cecilia Business College, Spartanburg

**SOUTH DAKOTA**  
 Donna J. Girard, High School, Elk Point — *Gladys Donnelly*  
 Patricia Kolditz, Fairview High, Orient — *Sr. M. Delphine*

**TEXAS**  
 Cynthia Whitfill, High School, Floydada — *Sr. Eudy*  
 Shirley Stratemann, Senior High, New Braunfels — *Mrs. Helen Cole*

**VERMONT**  
 Annette Pigeon, St. Paul's High, Norton

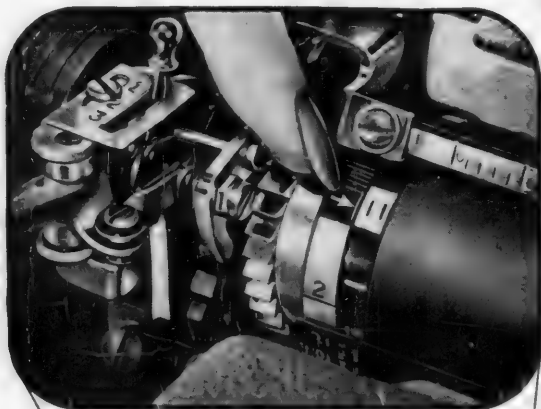
**WASHINGTON**  
 Joanne Pearson, High School, Raymond — *John R. Millam*  
 Donna Doering, Stadium High, Tacoma — *Lawrence W. Blanchard*

**WEST VIRGINIA**  
 Peggy Colard, High School, South Charleston — *Mrs. Helen McLaughlin*

**WISCONSIN**  
 Carol Volz, High School, Cedarburg — *Istelle Jontjes*  
 Clarice Christenson, Central High, Elvaston — *Mrs. Adelyn Olson*  
 Marlene Van Haren, Senior High, Merrill — *Ether Kruwald*  
 Sharon Key, St. Mary's Academy, Prairie du Chien — *Sr. M. Ignatia*  
 Louise Mocadio, St. Joseph Academy, Stevens Point — *Sr. Mary Amalia*

■ Individual Student Winners—  
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## Electric Typing Clinic

(Continued from page 501)

### ■ Meeting Place Is Important—

A good meeting deserves a good meeting place. We were fortunate in being able to use one of the very beautiful rooms of the Virginia Education Association. You will need to ascertain that the following facilities are ready:

1. *Enough comfortable seats.* Have just a few spares. Nothing is more dismal than a tiny audience in a huge auditorium—unless it's the converse.

2. *A demonstration table for the expert—and, remembering that electricians are heavy, it must be a strong one, preferably a regular office desk.*

3. *A raised platform (rostrum) for the speakers.*

4. *Probably a motion picture projector, screen, etc., for the film.*

5. *Strong tables for a display of typewriters.* If your program includes letting teachers act as a "class," you will need strong tables and suitable chairs.

6. *One or two heavy-duty electric extension cords.* There are never enough electric sockets.

7. *Blackboard, chalk, and eraser.* Have someone assigned the duty of constantly verifying the comfort of the audience. Is the light satisfactory? Is the room adequately ventilated? Is there a door that ought to be closed, or opened? Someone two rooms away who needs to be told to stop whistling?

### ■ The Time Is Important, Too—

Picking the right time is a critical matter. You do not need long to fulfill purposes such as the ones we have outlined; in two or two and a half hours, you can accomplish a great deal (probably as much as any audience can absorb at one session) and the audience will leave feeling refreshed and enthusiastic about the high lights of the program. You can't do everything in two and a half hours, but you can do as much as is advisable.

In selecting a date, it is important to check all possible conflicts—other professional meetings, civic affairs, the shopping season, etc. It isn't enough not to set your meeting for the same date; *you don't want your date even close to other important dates.*

I have found it wise to have meetings in the morning; by so doing, one avoids conflicts. Morning meetings must not start too early, though, particularly when members of the audience will have to travel a goodly distance. I have found that 10:00 to 12:00 or to 12:30 are about the best hours.

The poorest time, though often circumstances are such that you cannot escape it, is after school, in the late afternoon; both audience and per-

# Consumer Education

GLADYS BAHR

Stephens College  
Columbia, Missouri

PERHAPS YOUR TEACHING MATERIALS do not give you sufficient or up-to-date material on savings and loan associations, which in 1951 had eleven million persons saving money and three and a third million paying for their homes with credit in these savings institutions. If so, you may wish to order two pamphlets—*The Savings and Loan Association* and *Financial Facts About Savings and Loan Associations*—from the United States Savings and Loan League, 221 North LaSalle Street, Chicago, Illinois.



A follow-up of savings and loan associations in the community may be done by the students. Sometimes these associations are the only method of saving in a local institution, for, as in Columbia, Missouri, many banks do not maintain savings departments.

### ■ Our Fellow Home Economists—

The publications of the American Home Economics Association, 1600 Twentieth Street, N.W., Washington 9, D. C., may help the business teacher in consumer education. Two recent issues of their "Consumer Speaks" series are *How to Buy Sheets* and *How to Buy Straight Chairs*. The price for each is 10 cents a copy.

• *Valuable reprints* from their periodical, *Journal of Home Economics*, are "Economic Responsibilities of Families," by Hazel Kyrk, October, 1952; and "Federal Bread Standards," discussed by three experts—P. D. Dunbar, Clive McCay, and W. B. Bradley—March, 1951. These, too, are ten cents each.

### ■ Financial Facts—

Many pupils like to create dictionaries of their own. If these are to cover a number of areas of finance, they might be given general titles like "Financial Facts," "The ABC's of Finance," or "A Gal's Glossary"; if only one branch of the subject is to be featured, such specific titles as "Tax Tips," "The 'Ins' of Insurance," or "Dictionary for Investors" would be better.

• *The project* can be typed on 8½ x 11 paper for large loose-leaf notebooks, or "personalized" by using a small, bound notebook for pocket or purse and writing by hand.

Terms that have entered the consumer-economic field recently—H. J. K bonds; head of a household; currently insured; American Exchange; trade-secrets home; and 3D movies—should be included without fail.

### ■ Consumers' Co-operatives—

An excellent report on co-operatives (prepared by Florence E. Parker) is *Developments in Consumers' Co-operatives in 1951*, the Bureau of Labor Statistics Bulletin No. 1073, available from the Superintendent of Documents, Washington, D. C. The price is 20 cents.

• *This 29-page bulletin is very informative.* To quote:

Retail co-operatives increased their sales and their earnings in 1951 . . . many new housing associations were formed . . . stalemate in relations with the medical profession, a legal victory in the court, and increased public acceptance in individual localities were reported by the branch of the co-operative movement fostering consumer-sponsored medical care . . . the annual Convention of the North American Student Co-operative League brought together delegates from student co-operatives at eight colleges and universities.

Two large sections of the booklet are headed: "Legislation Affecting Co-operatives" and "Court Decisions Affecting Co-operatives."

### ■ Buying Shoes—

*Leather Shoes, Selection and Care*, Farmers' Bulletin No. 1523, Revised August, 1952, Superintendent of Documents, Washington 25, D. C., will be of interest to the boys in the consumer-education class. It emphasizes kinds of leather, shoe construction, and shoe care. The price is 10 cents.



# Distributive Education

SAMUEL W. CAPLAN

Temple University  
Philadelphia, Pennsylvania

**T**ODAY, stores are finding it extremely difficult to get the number of candidates they need to take over tomorrow's leadership. Advanced schools of retailing are experiencing an undersupply of good, placeable trainees. And distributive education, faced with continued reduction of Federal aid, is hard put to maintain as much as possible of its adult and co-operative training program.

These problems were thoroughly aired at the last annual conference of the National Retail Dry Goods Association, and particularly at the session devoted specifically to D. E. problems. Those D. E. members who were present benefitted materially from the realistic appraisal and discussion of the situation. Those who could not attend will be interested in the proceedings of the D. E. session, which has been made available through the Personnel Group, National Retail Dry Goods Association, 100 West 31st Street, New York 1, N. Y. Copies are available at 50 cents each.

## ■ PEOPLE Plus PROPS Equals PROFITS—

A quite important and substantial contribution on the postdefense role of retailing was made recently by Malcolm P. McNair, Lincoln Filene Professor of Retailing at the Harvard Graduate School of Business Administration. Dr. McNair is chairman of the postdefense-planning committee of the National Retail Dry Goods Association; and, as such, he proposed that the committee devote its attention to nine areas in which retailers can aid in stabilizing or expanding the economy.

• *To guide retailers*, Dr. McNair proposed study and action in these nine areas: (1) Clarification of the relation of retail distribution to a dynamic economy; (2) the contribution of merchandising to a higher standard of living; (3) the contribution of sales promotion to a higher standard of living; (4) the planning of regional shopping centers; (5) the rehabilitation of downtown areas; (6) personnel training and organization; (7) simplified selling; (8) improved operating methods; and (9) government relations.

One of the important outcomes of this study will be to promote the idea that retail sales are "... dynamic elements in the national economy. What this country needs—to balance its productive resources—is a strong retail distributive system."

It is interesting to examine this concept in the light of all the nonsense that has been written about the importance of "robot," "mechanical," or "simplified"—call it what you will—selling. Frankly, the really important questions are: How can we build a "dynamic element" when it is predicated on merely mechanical advances? and Will any recognition be given to the contribution that can be made by people, especially well-trained people?

The two forces—People and Props—are interdependent. Props are useful and can make selling more economical and effective. But, unless it is understood that people are the *main* factor in moving merchandise, retailing becomes retrogressive. Perhaps the real answer to setting up a dynamic element is to give greater consideration to the contributions that the human element can offer.

## ■ Teaching Aids—

• *Wool Fabric Reference*. Write to Mrs. Dorothy W. Burgess, Director, Retail Education, The Wool Bureau, Inc., 16 West 46th Street, New York 19, N. Y., for this excellent leaflet. It describes a variety of distinctive textures that will make fashion news this coming fall. The available quantity of these pamphlets is limited. We advise immediate action.

• *Thurstone Test of Mental Alertness* is a special personnel aid designed to measure the employee's capacity for acquiring new knowledge and skills. In addition to being a predictor of probable job success, mental alertness is a prime requirement when considering the employee's potentialities for upgrading within an organization. Samples of the test are available for 75 cents from the Science Research Associates, 57 W. Grand Avenue, Chicago 10, Illinois.



formers are tired and lethargic, enthusiasm is at a low ebb, and everyone feels vaguely that he is doing everyone else a big favor by being present at all.

## ■ Give Three Weeks' Notice—

Give your audience sufficient notice—but not so far in advance that they will postpone a decision to attend or even forget about the event. We have found that three to four weeks is about right.

We have found, too, that it is wise to give the audience a chance to indicate their intention of attending. The "enclosed postal card" is a key factor, for it encourages a decision while the pressure of other events is still remote; and it makes most folks feel committed, which, of course, they are. Receiving the cards makes it possible for you to know how many seats to provide, how many kits of materials to have on hand, whether some parts of the program may have to be revised in view of the number planning to attend, and so on. The cards are, therefore, vital both to conducting a good program and getting a good audience.

You should use your local newspapers for publicity, too, sending the first release a week in advance; another, two days in advance (for publication on the eve or the day of the meeting); and one immediately after (for publication the day of the meeting or the next day). Providing photographs is certain to increase the likelihood of getting newspaper space.

Do not overlook the local professional press—superintendents' bulletins, teachers association publications, etc.

## ■ To Eat or Not to Eat?—

This is one problem that has to be settled by local custom. If a clinic is held during morning hours, it may be a good idea to wind it up with a luncheon; on the other hand, if the season is just before Christmas or Easter, your audience will want to slip out, grab a quick bite somewhere, and go shopping.

If a clinic is held in the afternoon, it is likely to draw a considerable luncheon audience if the meeting begins then and there. Dinners are well attended only when there is a social side to the program (fraternity reunion, for example) and when all or part of the program follows the meal.

A free luncheon, of course, will draw more than one for which the diners must pay; but whether your local distributor honestly can underwrite a meal will depend on many factors—the status of his promotion budget, the number of other costly services he has had to render teachers, the sales potential, and so on. He must account to someone for every dollar he spends on your clinic; he must be able to show that it was to the interest of his firm to spend it. Only he knows whether he can afford to splurge; it would be unprofessional to hint that

we'd like him to pick up the check—he may be in the embarrassing position of not being able or permitted to do so. *Suggestion:* When discussing the plans, simply say, "We don't know whether to sponsor a luncheon or not." If he can underwrite it, he can volunteer to do so then.

#### ■ The Big Thing: The Program—

While all that has preceded is perhaps incidental to the program itself, it is reviewed in such detail because program planning is certain to be given full attention; whereas, the other details are often overlooked.

Obviously, the success or failure of your clinic will depend more on the quality of your program than on any other factor. The program must be, as you would yourself point out, interesting and varied and lively. Our program—a talk, a demonstration, a question period, a film, a question period, and a lunch—was interesting and varied and lively. It had balance and variety, yet it was focused on our purposes.

*One caution:* If the meeting is for teachers and is sponsored by a professional institution, the clinic must itself be completely professional. We did not talk only about the make of machine of our co-operating distributor; we talked about "electrics" and "electric typewriting." The distributor himself will not want to mention another machine—not even to "knock" a competitor, which would make the audience sympathetic to the competitor. The discussion moderator must be quick to convert inadvertent questions about specific machines into general questions appropriate to all makes.

#### ■ Take-Home Materials—

The distributor will help with these. But the sponsoring group should do something, too, like providing an annotated bibliography of magazine articles about electric typing, or lists of local teachers who are already using electrics and are a source of experience in their use, or the names of electric films and their sources, and so on. And every sheet should bear the name and date of the clinic.

#### ■ Evaluation and Butter—

When your clinic is over, promptly write thank-you letters to all who actively participated—the person who set up the room for you, the person who demonstrated, the superintendent who gave his blessings, the distributor, the committee workers, the teachers who contributed much to the discussion, *everyone* you can thank for *anything*.

And with those letters, and possibly with a letter that you might send as a follow-up to all who attended, send a form requesting "Your suggestions for improving our next clinic." They are most valuable to you in evaluating the high and low spots of your clinic and in planning a better one for the next time.

# Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education  
Greeley, Colorado

**M**ANY BUSINESS TEACHERS, it seems, are reluctant to read books in the field of educational philosophy the titles of which sound at all profound. In order to have a sound philosophy of business education, however, it is necessary that business teachers be thoroughly familiar with what "frontier thinkers" in education are saying and writing. This month, four readable, recent, and worth-while books in this area are reviewed.

#### ■ Education and American Civilization—

This book, by George S. Counts (\$3.75, Bureau of Publications, Teachers College, Columbia University, New York 27, N. Y.), attempts to meet the challenge of totalitarianism in the field of education. It presents a method by which American education can support the values of a free society as effectively as the educational philosophies of totalitarian states support the purposes of dictatorship and despotism.

Professor Counts traces the social, spiritual, and scientific development of America; discusses the sources and implications of what we consider to be the basis of our society and our educational system—such as the Hebraic-Christian ethic and the scientific method; discusses resources for building educational programs; and appraises the human environment in which educational programs function in the United States. Professor Counts approached this work with misgivings, but completed it because he felt so strongly that teachers must study our society and civilization in historical and world relations more competently than they have ever done.

• *In addition*, the book discusses the need for education, our early American heritage, the American way of life, the technological revolution and its effects on our way of life; also what education should be offered to further our adjustment to the emerging industrial age, and the effect of education on social forces.

#### ■ Developmental Tasks and Education—

This small, paper-bound book, written by Robert J. Havighurst (25¢, Longmans, Green and Company, Inc., New York 3, N. Y.), helps resolve the conflict between the extreme theories of complete freedom for students, on the one hand, and heavy restraint, on the other. Havighurst emphasizes the importance of freedom, but stresses the importance of the child's learning to become a responsible adult through observing the restraints imposed by society. A developmental task is defined as "... midway between an individual need and a societal demand."

• *The book* discusses the necessary developmental tasks that start in infancy and early childhood and traces them through all stages of development—through middle age and later maturity. The material is well written, easy to read, and presents a good psychological background for understanding the teaching and learning processes.

#### ■ Education and the Nature of Man—

This book, by Earl C. Kelley and Marie I. Rasey (\$3.00, Harper & Brothers, New York, N. Y.), is written by two master teachers of the "progressive" school. It is a vigorous attack on certain traditional teaching methods and provides a convincing discus-



sion of what can be highly superior teaching methods when handled by superior teachers.

Kelley and Rasey have taken as the basis of their book what we know about the nature of the human organism. They have applied our knowledge of psychology, psychiatry, and even anthropology to the development of a better way of teaching. These authors have outlined an educational philosophy based on growth, freedom, communication, co-operation, and creativity.

#### ■ Education for a World Society—

The eleventh yearbook of the John Dewey Society, edited by Christian O. Arndt and Samuel Everett (\$3.50, Harper & Brothers, New York, N. Y.), discusses the different religions and world trade and their role in the building of world peace. Fifteen men from the United Nations, the Society of Friends, the Institute of International Education, and a number of universities have helped prepare it.

# Teaching Aids

JANE F. WHITE

Georgia State College for Women  
Milledgeville, Georgia

**L**AST FALL, I obtained a set of 27 colored slides that were prepared by Mr. A. F. Neuenhaus, 641 Harristown Road, Glen Rock, New Jersey. These slides may be shown separately to your typewriting class when studying different phases of the text. For the beginning classes, there are several slides showing the different parts and uses of the typewriter. For the more advanced groups, the slides showing "tricks of the trade" create much interest. Since getting our new filmstrip-slide projector, I have found many uses for these slides and feel that they are worth the \$12.50 the complete set costs.

## ■ Source List of Free Materials—

The Educational Service Bureau of *The Wall Street Journal*, under the direction of J. Leroy Thompson, prepares each year a free booklet, *List of Free Materials Available to Professors and Students*, which contains a list of materials that may be ordered free for basic business classes. Every company included in this 11-page booklet has been checked for the availability of the aids listed. Write to Mr. Thompson, 44 Broad Street, New York 3, N. Y. Another service for teachers of investments is the special classroom special rate offered to students who are using the *Journal* for regular classroom instruction. A desk copy is supplied free to each instructor. The rates are: \$4.50 for a one-semester course; \$9 for a two-semester course; and \$10 for a full year.

## ■ Shorthand Cartoons Now Ready—

If those of you who ordered the typewriting cartoons that I recently described in this column would like to have twelve *shorthand* cartoons, send your \$1.50 to Mr. G. E. Damon, Director of Field Services, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Your students will like these too.

## ■ A Typewriting Bibliography—

If you teach a methods course, you will find most helpful a *Topical Bibliography on the Teaching of Typewriting* compiled by Dr. Cleo P. Casady and Donald A. Boege. Send a six-cent stamped, addressed No. 10 envelope to Dr. William J. Masson, Head, Department of Office Management and Business Education, University Hall, Iowa City, Iowa, for this excellent bibliography.

## ■ Economic Pamphlets—

Over ten subjects in the field of economics are listed in the current catalogue from Public Affairs Pamphlets, 22 East 38th Street, New York 16, N. Y. Be sure to enclose 25 cents for each pamphlet. Discounts on larger quantities will be quoted on request.

## ■ Let's Look at Stocks and Bonds—

For those unfamiliar with basic facts about securities, this brochure is proving of great help. Single copies are free. In quantity, the booklet is \$7 per 100 copies. The booklet itself is a replica of a stock certificate. The address: San Francisco Stock Exchange, 155 Sansome Street, San Francisco, California.

## ■ 101 Office Short Cuts—

This book is just chock-full of (as the title indicates) office short cuts. The author, Magi Maxwell, has given her readers condensed, brief "hints" that are really useful. I find something new in it every day. The publishers are Real New Books, Box 1432, GPO, New York, New York. It costs only 98 cents.

## ■ More Dictation and Timed Writing Materials—

Ditto, Inc., Chicago 12, Illinois, has *American Business Depends on Copies* for shorthand classes, and *What Every Typist Should Know about Copies in Office* for typewriting classes. Revlon Products Corp., 745 Fifth Avenue, New York 22, New York, has similar material for shorthand classes; and Addressograph-Multigraph Corporation, 1200 Babbitt Road, Cleveland 17, Ohio, has two pamphlets—*Is Your Business Held Down by a Paper-Wait?* and *The Principal Clerical Task of Business—plus practice sheets on The Evolution of Clerical Tools* for both shorthand and typewriting classes. Each group of material is free in quantities and includes suggestions for the most effective use.



# For Better Reading of Shorthand Notes

ROSELLA M. AGOSTINE

Jamestown High School  
Jamestown, New York

**D**O YOUR STUDENTS write their shorthand homework well enough to be able to read it fluently? Here is a game that brings zest to the shorthand room and emphasis on a thorough job of homework preparation.

First, divide the class into two teams of equal number and of equal ability. Now, have students read from their homework notes. The teams alternate in starting the day's reading. When an error is made and not immediately corrected by the reader, the other team taps pencils on the desk tops and one of its members picks up with the reading. The teacher checks with the textbook and jots down the number of complete lines, gauged by the textbook, read by each student.

When everyone has had an opportunity to read, the total lines read by each team are added; the team having the larger number wins for the day and gets a colored block on a chart, kept posted on the chalkboard or bulletin board, alongside its identification.

Every two or three weeks, as may be decided, the team having the most blocks wins the current "game" and is suitably rewarded in some way. Or, winning the "game" may be recorded on a permanent chart, building up to a grand finale late in the term. Providing a periodic new start gives much more zest to the contest.

One caution: Although the students become quite expert in reading their homework notes, you will have to guard against permitting the good students to do all the reading and get all the practice. A truly excellent student might, for example, read the entire homework assignment; so, it is wise to put a limit on the number of lines one student may read.

Conversely, there may be some students who concede defeat and make little effort. To prevent this, we made a special rule: Any student who could not read at least three lines comes in after school and, after reading a while by himself, reads to me.

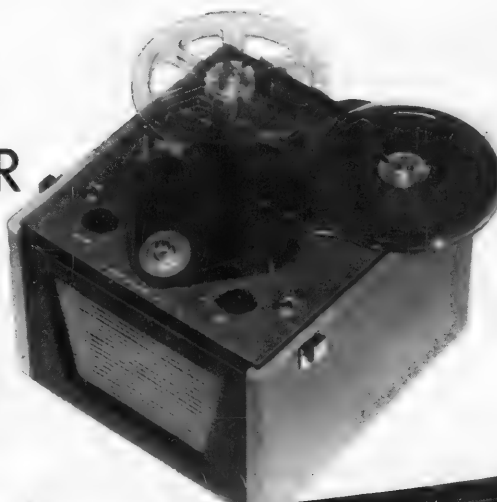
Similar games can, of course, be developed for reading from the textbook or from the shorthand plates in *Today's Secretary* stories.

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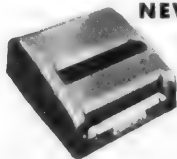
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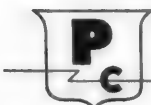
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## Part II

# "We Will Not Be Intimidated!"

JEROME KEARFUL

**W**HERE HAD SHE PUT the notebook with the conversation that she had taken down on the train? Frantically, Karen<sup>1</sup> rummaged through the dresser drawer. For a moment she thought that it must have disappeared. Then she found it.

She began<sup>2</sup> turning the pages rapidly until she found her notes. "Just get the boys together at my place next Thursday night,<sup>3</sup> and I'll tell you what to do." Thursday night. Why, this was Thursday night!

Karen made up her mind. After scribbling a hasty<sup>4</sup> note to Aunt Beth, saying she would be a little late, she put on her coat, stuffed the notebook into her pocket,<sup>5</sup> and went downstairs. She turned out the light and hurried off into the spring night.

■ The Mayor's house was set well back from the<sup>6</sup> street and was bordered on each side by a hedgerow. As Karen approached, she felt a sense of ominous foreboding.<sup>7</sup> She had got off the bus a block away. Opposite the Mayor's, she paused in the shadow of a large tree. It was<sup>8</sup> pitch dark. She looked across the street. A single light shone dimly through the front door. There was no other sign of life. But<sup>9</sup> several automobiles were parked in the driveway. She drew back a little farther into the protecting shadow.<sup>10</sup> But now that she was here, Karen wanted to have a closer look and was about to step out of the shadows<sup>11</sup> when blinding automobile headlights flashed around the corner. She drew back as a big black car came roaring up the<sup>12</sup> street. The vehicle turned into the Mayor's driveway, tires squealing, and parked with the other automobiles. Her blood<sup>13</sup> racing with excitement, Karen watched as four men got out. They walked up the steps and were immediately admitted<sup>14</sup>

at the front door. One of the men was short and fat!

Several minutes passed before Karen dared cross the street. Keeping<sup>15</sup> in the shadow of one of the hedgerows, she crept cautiously towards the rear of the house. Now she could see another<sup>16</sup> light shining through a French window opening on a side porch. The windows were heavily curtained, but that shaft<sup>17</sup> of light streamed through where one had been left slightly ajar.

■ Karen stood tense and motionless for a long moment. Then, she<sup>18</sup> moved quickly across the intervening lawn to the porch and, from a dark corner, crept forward until she could see<sup>19</sup> within, through the partly opened window.

About a dozen men were seated around a table on which were bottles,<sup>20</sup> glasses, and boxes of cigars. Mayor Armstrong himself sat in the middle, facing her, and next to him was<sup>21</sup> the short, fat man. The others lounged around in various positions, some drinking, some smoking, some just sitting. The<sup>22</sup> Mayor was speaking. And Karen quickly jotted down his words in her notebook.

■ "... so you see, boys, that's why I had you<sup>23</sup> come out here tonight. We've given this Vickers, this newspaper editor, plenty of warning to lay off. He has<sup>24</sup> been making it too hot for comfort. We've got a good thing here, and we want to keep it, don't we?"

A chorus of hearty<sup>25</sup> grunts of approval testified the agreement of the Mayor's henchmen.

"So we're going to do something about<sup>26</sup> Vickers. Let's check it again. Joe, you'll take four of the boys, with guns, and tail Vickers in a car when he leaves the<sup>27</sup> office tomorrow. When he reaches home and gets out of his car, cut loose. And that will be the end of our Mr.<sup>28</sup> Vickers."

Once again grunts of approval filled

the room. Mayor Armstrong spoke again. "Well, boys, fill up your glasses, drink<sup>29</sup> it down—and we'll knock off." The Mayor started a bottle around. "And Joe," he said, "open the window a little<sup>30</sup> more and give us some more air."

■ Outside on the porch, Karen, her mind a mixture of apprehension, horror, and grim<sup>31</sup> determination, was recording the last of the Mayor's words when she saw Joe—the short, fat man of her earlier<sup>32</sup> acquaintance—advancing towards the very window outside which she was crouching.

She might have escaped without mishap<sup>33</sup> had she not brushed against a table that had been left on the porch that afternoon and upset a glass, which fell<sup>34</sup> to the floor with a splintery crash.

"Hey!" croaked the astonished little fat man. But Karen was streaking away across<sup>35</sup> the lawn.

When getting off the bus, Karen had noticed a drugstore. So, as soon as she had reached the street, she bent<sup>36</sup> her flying steps in that direction. She could hear Joe pounding heavily along behind her. But, by the time she<sup>37</sup> had reached the drugstore, the pudgy little gangster had been left far behind.

■ In startled amazement, the drugstore<sup>38</sup> proprietor looked up at Karen as she entered, breathless from her exertion. There was nothing to do, she decided,<sup>39</sup> but to trust in the man's honesty.

"Quick," she pleaded, "I work for Mr. Vickers at the *Leader*. Have you a<sup>40</sup> telephone in the back?"

The grizzled old proprietor sized her up for just a moment. Evidently he was<sup>41</sup> satisfied. "Miss," he said, "I'll bet you're after those racketeers. So am I!"

He showed her the phone.

"Vickers speaking," came<sup>42</sup> the welcome response to Karen's shaky dialing.

"Oh, Mr. Vickers, I just heard Mayor Armstrong talking . . ." and,<sup>43</sup> between gasps to catch her breath, Karen told



the editor briefly about what she had learned.

"Karen, I'll be there in<sup>44</sup> ten minutes. But be careful."

■ Karen had scarcely replaced the phone when an automobile halted in front of the<sup>45</sup> store. She was hidden from view here, but she listened with her heart in her mouth as she heard several men entering.<sup>46</sup>

"Pop," a raspy voice demanded, "seen a woman in your store lately? Give us a straight answer if you know what's good<sup>47</sup> for you."

"Haven't had a customer in the last hour," said the old man firmly.

There was a moment of silence. Then<sup>48</sup> Karen heard the front door slam and the sound of a motor starting. The car drove away.

■ When Mr. Vickers arrived,<sup>49</sup> Karen had regained enough composure to give him more details of the plot that she had overheard. "But it's all<sup>50</sup> here in my notebook."

"Which doesn't help me," grinned the *Leader* editor. "Guess I had the wrong education. We had<sup>51</sup> better get back to the office so that you can transcribe those notes for me. Then we're going to run an extra, besides<sup>52</sup> putting those thugs where they belong."

At the *Leader*, while Karen transcribed her notes, Mr. Vickers called the chief of<sup>53</sup> detectives. The officer arrived almost immediately. Referring to Karen's typed record, the editor<sup>54</sup> explained in terse words the plot of Mayor Armstrong and his racketeers.

"I'll get a squad and start rounding them up,"<sup>55</sup> said the detective.

■ Brought in by the police, Mayor Armstrong was sullen and defiant. But his pudgy little<sup>56</sup> henchman Joe, under questioning, confessed the whole plot. Within a few hours most of the gang were in custody.

When<sup>57</sup> the *Leader* appeared next morning, it carried the headline, MAYOR JAILED: INFAMOUS PLOT BARED. The story said that Karen<sup>58</sup> Campbell, courageous secretary to the editor of the *Leader*, "last night displayed amazing ability<sup>59</sup> and courage in uncovering the identities and criminal plans of Springfield racketeers. Acting<sup>60</sup> on information contained in her shorthand notes . . ."

■ A few days later, the Citizens' Association of Springfield<sup>61</sup> gave a banquet in Karen's honor. Among the guests were her mother and father, Uncle Jim, and Aunt Beth. After<sup>62</sup> Mr. Vickers had told the company in glowing terms of Karen's exploit, she herself was asked to speak.

Karen<sup>63</sup> rose to her feet and stood for a moment, uncertain what to say.

"I'm more scared now than I was that night . . ." she began. (1280)

(The End)

# Vacation for June

CONSTANCE L. HALPIN

JUNE MILLER stepped out of the elevator and hurried down the hall to the engineering company where she<sup>1</sup> was employed as secretary. It was already five minutes past nine, so she had reason to hurry. Dot Rhodes<sup>2</sup> greeted her as she plopped down at her desk.

"Morning, Slave," she said. "I hear the ball and chain are being removed from you<sup>3</sup> for two whole weeks, starting tonight."

"Oh, yes, Dot," said June. "Isn't it wonderful? Even this rain can't dampen my spirits<sup>4</sup> today. I've made such terrific plans for this vacation! I'll tell you all the latest; but, first, I had better<sup>5</sup> get this report typed for the boss. Is he in yet?"

"Bright and early," Dot replied, "and he has been pacing the floor ever<sup>6</sup> since he arrived. I think something is brewing."

"Oh, fine!" June retorted as she bent to her work. "Well, I hope it's<sup>7</sup> nothing serious."

"June—June Miller," Phil Black called from his office, "can you come in here a minute?"

"Coming, Mr.<sup>8</sup> Black," June told him as she grimaced at Dot, with the aside, "I hope he doesn't want this report yet."

■ "Sit down, June," Mr.<sup>9</sup> Black said as she entered the office. "I have something important to talk to you about."

June sat tensely in<sup>10</sup> her seat. He never was this formal and serious, she thought. Something must be up!

"I have a distasteful job before<sup>11</sup> me, June, and I hope you will bear with me and help me all you can."

"Why, of course, Mr. Black," June agreed. "What is<sup>12</sup> it?"

"This morning, when I arrived, there was a telegram from the main office on my desk. They have given us a<sup>13</sup> rush contract to complete. We have a two-week deadline on our work. It's a big contract, June, and our completion of<sup>14</sup> it will mean a great deal to everyone in the office."

"You see, it concerns the construction of a very<sup>15</sup> important building to be

erected right here in Boston; and, if we get our work done within the deadline, it<sup>16</sup> not only means a raise for you and me but for our whole group. Since you and Dot Rhodes are the only two girls in the<sup>17</sup> office—the only two people who can take this special dictation and type our technical reports—we're going<sup>18</sup> to need you both full time and maybe overtime for the next two weeks!"

■ June's chin dropped, and the color drained from her face.<sup>19</sup> "Oh, Mr. Black!" she gasped, "I've made reservations, my things are all packed, and my friends . . ."

"I know the inconvenience it<sup>20</sup> will cause you, June. It seems unforgivable of me to make such a request at this late date, but I ask you because<sup>21</sup> I have to. There are two or three in our group who need this raise badly. Hank Richardson is getting married next<sup>22</sup> month. Jim Bradley will have an addition to his family soon. Tom Smith's mother . . ."

While Mr. Black rambled on, June's<sup>23</sup> dream castles began to crumble. She felt herself near tears. Her lips quivered; she wanted to get out of that office.<sup>24</sup> She got to her feet, "You've put me in an awkward position, Mr. Black," she stammered, "but, if that's the way it has<sup>25</sup> to be, that's the way it has to be."

"Thanks a million, June," he said. "I knew I could depend on you." He suddenly<sup>26</sup> realized the tension she was under. "Let's discuss the details later. O.K.?"

"O.K., Mr. Black," June mumbled<sup>27</sup> and hurriedly left the office.

■ And what news did the great one impart today?<sup>28</sup> quipped Dot as June returned to her<sup>29</sup> desk. When she saw a tear trickle down June's cheek, she immediately changed her mood. "Honey," she asked, "what's the matter?"<sup>30</sup>

"Oh, Dot," June sobbed, at last breaking down, "I have to change my vacation!"

"Change your vacation? At this date? Is he off<sup>31</sup> his rocker?"

"Wait," said June, between sobs,

"don't jump to conclusions. It's an important contract . . . it's got a two weeks' deadline<sup>21</sup> . . . we all get raises . . ."

"Well, you're not making too much sense," Dot told her, "but who cares about an old vacation,<sup>22</sup> anyway! Why, honey, they're a dime a dozen."

"Not this one!" wailed June. "I've been dreaming about it all year."

"Well, you can<sup>23</sup> take it as soon as the contract is completed," Dot said cheerfully.

"It will be too late then," June whimpered.

"What do<sup>24</sup> you mean, 'too late'?"

June tried to pull herself together. "You see," she said, "last year I went to the same resort I was<sup>25</sup> planning to go to this year. That's where I met Ted Carson. He goes there the last two weeks of June every year—and<sup>26</sup> we had such a wonderful time together. We didn't get to see too much of each other after vacation<sup>27</sup> because he lives in New York City; but he did make the trip to Boston once or twice during the past year, and we<sup>28</sup> went to a few shows together."

"The light is beginning to dawn," Dot nodded. "You planned to meet at the resort again<sup>29</sup> this year during these next two weeks; right?"

"Well, sort of," June admitted. "We never said so in just so many words;<sup>30</sup>

but I've been planning on it for months."

"Why, honey, this is terrible!" Dot exclaimed. "What can we do?"

"Nothing," said June,<sup>41</sup> beginning to sob again. "We have to finish the contract and get the raise. Mr. Black can think of Hank's marriage<sup>42</sup> and Jim's new baby and Tom's mother, but he doesn't care about my marital status at all!"

"Well, if there's nothing<sup>43</sup> that can be done, it's best to try not to think about the whole thing—if you can," Dot advised. "Better try to<sup>44</sup> concentrate on that report."

"I'll try," June promised doubtfully.

■ The day finally passed. June had taken half a notebook<sup>45</sup> of dictation and had done a halfhearted job of forgetting about her postponed vacation. When five o'clock<sup>46</sup> arrived, she breathed a sigh of relief, as she slipped one last envelope into her typewriter.

Dot paused by her desk.<sup>47</sup> "Come on, June," she said, "let's go."

But a hail from Jim Bradley stopped them:

"Hey, June, there's somebody on my phone who doesn't<sup>48</sup> know your extension."

June went to Jim's desk and picked up his phone. "Hello," she said impatiently, "this is June Miller."<sup>49</sup>

"Oh, June," said the voice, "thank

goodness I found you! I remembered you said you worked for an engineering company<sup>50</sup> in the Baker Building. This is Ted Carson."

"Why, Ted!" June gasped, "I thought you'd be on your way to the mountains for your<sup>51</sup> vacation."

"Vacation?" he said. "Why, I had almost forgotten—you're right! I have to skip it this year, though; you see,<sup>52</sup> I just got a new job here in Boston, and I'm here making last-minute arrangements for moving."

"You're moving to<sup>53</sup> Boston?" June queried in surprise.

"That's right. It was an excellent offer, so I just couldn't turn it down. Besides,<sup>54</sup> when I remembered I had a friend here, how could I refuse? By the way, June, I was wondering if you would have<sup>55</sup> dinner with me tonight—it would certainly be a nice ending to a pretty hectic day."

"It has been a pretty<sup>56</sup> hectic day for me, too," said June. "And I'd love to have dinner with you, Ted. I'm just finishing work now."

"Fine! I'm<sup>57</sup> downstairs in the drugstore," he explained. "I'll wait right here for you. And, by the way, June, I wonder if you could reserve<sup>58</sup> dates for me for the next few Saturdays?"

"Why, I think that might be arranged," June agreed enthusiastically.<sup>59</sup> "I'm pretty sure I'll be in town!" (1186)

## Baby-Sitting

LOUISE BOGGESS

**L** EIGH TURNER glanced up as Mr. Allen, her boss, started through the reception room of the Allen Insurance Agency. Clearing his throat, he turned to Shirley Day, her assistant, and said, "I've arranged for you to take three months' leave<sup>2</sup> of absence to get married to your soldier. My daughter, Cerise, will work the three summer months for you. You can leave<sup>3</sup> tomorrow." He ducked through the door without a glance at Leigh and headed for his morning coffee.

If the whole ceiling<sup>4</sup> had suddenly caved in on Leigh, she would not have been more stunned. "Baby-sitting!" she burst out angrily, "that's what he's asking me to do all summer."

"Leigh, I'm sorry," Shirley apologized. "I had no idea he—"

"Of course, you<sup>6</sup> didn't," Leigh inter-

rupted. "Honey, I want you two to get married and have those few months together before Bob<sup>7</sup> goes to Korea. It's just—"

"I know," Shirley nodded sympathetically. "I saw the make-up typing lessons<sup>8</sup> she did here. Remember how she spent most of her time calling her friends and tied up the phone?"

"Do I! And we didn't<sup>9</sup> dare buck her for fear of what she might tell Daddy. This is the best job I've ever had—up to now—but I may not<sup>10</sup> be here when you get back. I'm not going to take anything from that spoiled, self-centered, pampered kid," Leigh ended<sup>11</sup> determinedly. "I'll baby-sit<sup>12</sup> with her, though, until it's time to send her to college." She shuddered as she thought of<sup>13</sup> Cerise's typing habits—strikeovers and erasure holes galore.

Leigh flipped a paper clip across the desk. She had<sup>14</sup> an excellent job—good pay, bonuses, a luxurious office—and Mr.

Allen was a grand boss. Up to<sup>14</sup> now! No, not even a baby-sitting job with Cerise was going to drive her from this job. There must be some way<sup>15</sup> to make Cerise accept her office responsibility.

At four-thirty Shirley Day looked up. "Don't let daughter<sup>16</sup> turn the tables on you—become your competition," she warned. "Cerise thrives on it and can't turn down a dare. Remember<sup>17</sup> her telling how she snagged the other girl's boy friend?"

"That's it!" Leigh said, jumping up from her chair. "I've got to dare her<sup>18</sup> into doing the work right. You're wonderful, Shirley!"

From the dazed look in Shirley's eyes, Leigh knew she hadn't followed<sup>19</sup> through. A horrible thought welled up in Leigh's mind. "If I dare her, she might get stubborn and react the other way, do<sup>20</sup> nothing at all!"

■ Riding on the bus to work next morning, Leigh was about to toss in the



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sponge and give up the<sup>21</sup> idea. To relieve her worry, she forced herself to read the advertising cards. Her eyes were caught by the picture<sup>22</sup> of a piggy bank catching three falling coppers, and a sledge hammer seemed suddenly to strike an idea from<sup>23</sup> her brain.

Leigh could hardly wait to get off the bus and race to the five-and-ten-cent store. It couldn't be just any<sup>24</sup> bank, but a big *demanding* one. And yet cute. Then she saw the blue flowered pig. Cerise could never fail to notice<sup>25</sup> that little porker.

At the office, Leigh unwrapped Porky before she even removed her hat. She tried it first on one<sup>26</sup> corner of her desk, but he was *too* obvious there. She tried it on the long table, then finally decided<sup>27</sup> on the gray steel filing cabinet. Baby-sitting might be fun!

Soon Mr. Allen arrived with his daughter and<sup>28</sup> turned her over to Leigh, saying, "I want you to be hard on her. Don't let her put anything over on you. Be<sup>29</sup> firm, and see that she does her work right."

Cerise put on a baby-face smile and protested, "Oh, Daddy, I'm not a<sup>30</sup> child! I'm only a year or two younger than Miss Turner."

■ As Leigh showed Cerise about the office, she tried to suppress<sup>31</sup> her excited anticipation. She sensed Cerise's nervous insecurity and was swept with a sudden<sup>32</sup> pity for her. She thought of her own first job and how nervous she had been. Three years of office experience<sup>33</sup> made a lot of difference.

"Cerise, I'm delighted to have you as my assistant this summer," she said.

"Oh, Miss<sup>34</sup> Turner, I'm so very glad." She heaved a sigh. "I was afraid you wouldn't want me. You're so efficient and—well, Dad<sup>35</sup> says you're the very tops. I'm going to try terribly hard." And Leigh saw the sincerity in her eyes.

"Then we<sup>36</sup> have nothing to worry about," Leigh assured. "Now let me show you how to file," she suggested. She didn't dare steal<sup>37</sup> a glance at Porky, but it was all she could do to curb her impatience, her eagerness for Cerise to notice<sup>38</sup> the pig.

Leigh left Cerise with her filing and started work on some letters. So absorbed had she become that she jumped<sup>39</sup> when Cerise exclaimed, "Oh, Miss Turner, what is this funny little pig for?"

■ Steady now, Leigh told herself. Make it sound<sup>40</sup> convincing. "Oh, it's a game Shirley and I play. Every time either of us makes an error, we drop in a<sup>41</sup> dime. At the end of the month, we have a treat on our errors." Leigh pretended to go back to her typing, but her<sup>42</sup> heart was pounding excitedly. What if Cerise didn't fall for it?

"Miss Turner," she heard Cerise begin in a<sup>43</sup> breathy little voice. "Couldn't I play the game with you?"

Leigh pretended to give the matter some thought and then replied, "But Cerise, you're new at the work. It's unfair—competing with me, daring yourself to make an error. You'd pay all<sup>44</sup> the treat."

"Daring myself! I like that—I thrive on competition. Please, Miss Turner, you have to let me play the game<sup>45</sup> with you!" she burst out enthusiastically. "It's a challenge to me to learn to be as efficient as you<sup>46</sup> are."

■ Leigh pretended to give in grudgingly, but it was all she could do to keep from jumping up and down. "We'll give<sup>47</sup> it a try, Cerise. Say for a month. You can always back out—"

"Me back out! Miss Turner, you don't know me," Cerise assured. "I can take anything I ask for."

Leigh tried to remind herself that there were three months ahead. Cerise was spoiled,<sup>50</sup> used to having her way. The newness could wear off pretty fast.

Several times during the day Leigh heard a dime chunk<sup>51</sup> against the pig's sides as Cerise paid up for her mistakes. It really didn't seem fair, and yet Cerise didn't<sup>52</sup> want to leave at closing time. Leigh insisted, and so did Mr. Allen. But, as Leigh left the office, she glanced at<sup>53</sup> Porky on the filing cabinet. She *could* have been mistaken, but she thought he winked reassuringly at her.<sup>54</sup>

■ In the days that followed, that chunk became a very familiar sound. About a week later, however, when Leigh<sup>55</sup> returned from lunch, Cerise reported. "Mr. Young wants you to call him. He thinks you made a mistake in the figures<sup>56</sup> you quoted him on that car insurance."

Leigh called him and rechecked the figures with her rate book right before her. Good<sup>57</sup> heavens! She *had* made a very careless error in addition. She'd have caught it later, but it could certainly<sup>58</sup> have messed up the books.



"Let's try looking where it shouldn't be!"

As she hung up the receiver, she felt Cerise's eyes boring through her. "Miss Turner, feed Porky!"<sup>59</sup>

There were several times during the month that Leigh made errors (purposely, to delight her victim), but at the<sup>60</sup> end of the month Cerise paid for luncheon at the luxurious Showcase. Leigh felt a tinge of remorse and offered<sup>61</sup> to help on the bill, but Cerise refused emphatically, "Indeed not! Serves me right for making so many careless<sup>62</sup> mistakes. You aren't going to get this good a dinner next month, though—not on me!"

They had gotten into the<sup>63</sup> second month, with very few contributions from Cerise, when Mr. Allen almost gave away her little game.<sup>64</sup> He stopped right in the middle of his sentence, "Where did that thing come from?" he asked pointing to Porky.

"Daddy, don't you<sup>65</sup> know about the game?" Cerise hurled headlong into the details. Leigh held her breath until Mr. Allen finally<sup>66</sup> nodded and said, "Oh, yes; I remember. Must have slipped my mind," and he gave Leigh a quick wink.

At the end of the second<sup>67</sup> month, they had hardly enough for hamburgers and cokes. Cerise couldn't have been more pleased—nor could Leigh, who was more<sup>68</sup> than ready to take back all the ugly thoughts she had had about Cerise. It was amazing how quickly Cerise<sup>69</sup> had learned even the most intricate details.

When the day came for the girl to leave, Leigh insisted on taking Cerise<sup>70</sup> to the Business Women's Club for dinner. She swelled with pride over Cerise's poise. No one would have guessed that she<sup>71</sup> had been a business girl for only three months.

Then Cerise paid Leigh the most nearly perfect compliment she had ever<sup>72</sup> had: "Miss Turner, you've taught me so much. Not just about insurance. About being grown-up and taking<sup>73</sup> responsibility."

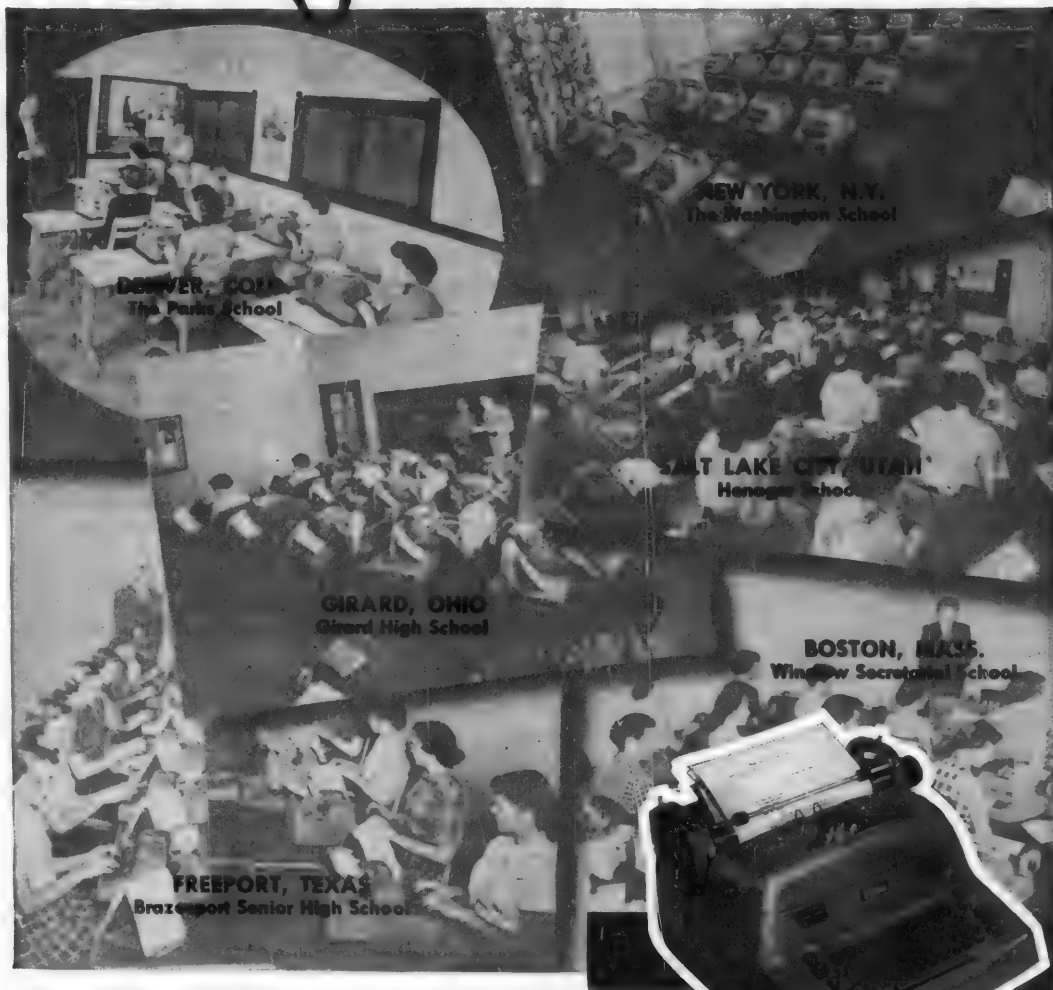
■ A day or two after Cerise left for college, Mr. Allen interrupted his dictation<sup>74</sup> abruptly, "Miss Turner, before you throw the pig away, I'd be sure there's no money in it. Or, if you want to<sup>75</sup> continue with Shirley tomorrow when she gets back, you should start with it empty."

"Yes, Mr. Allen," but Leigh thought<sup>76</sup> she detected a twinkle in his eye.

She headed straight for Porky when the dictation was completed. She opened<sup>77</sup> him up and poked her finger inside, to scrape out any stray dime. It wasn't a dime she felt. She unfolded<sup>78</sup> the scrap of paper. It was a personal check from Mr. Allen for fifty dollars, and down in the corner<sup>79</sup> in big letters were the words, "Baby-Sitting Fee." (1589)

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# REPORT

JUNE  
1953

## ■ Lives, Professional and Private—

• **Thomas B. Maier**, for the past two years an editor on the staff of South-Western Publishing Company, has been appointed by Pitman president John Bryant to a new post in the firm—Business Education Director of the Pitman Publishing Company. Before joining the S-W staff, Mr. Maier was a teacher in Trenton's Central High School. He is a doctoral candidate at Temple University.

• **Dr. Howard A. Zacur**, University of Miami, has been promoted to a full professorship at the University.

• **Alphonso Ragland, Sr.**, founder in 1900 of the Metropolitan Business College, in Dallas, died recently at the age of 86. A graduate of Baylor University and Hill's Business College (in Waco), Mr. Ragland and his wife were actively engaged in operating the school until 1947, at which time Mrs. Ragland died and the school was sold.

• **E. F. Burmahln**, director of business education in Lynchburg, Virginia, took part in the two-day conference of the Chemical Industry section of the Industrial Council, meeting at Rensselaer Institute on May 15 and 16. Mr. Burmahln served as a panel operator at sessions attended by more than a hundred executives of large companies and corporations.

• **Cassius E. Hostetler**, once a Minnesota high school business teacher and before World War I an instructor at Gregg College, died in March, at 64. At the time of his death, Mr. Hostetler was the Chicago regional chief of the V.A. vocational rehabilitation and education services.

• **Charles F. Walker**, president of the Northwestern School of Commerce, in Portland, Oregon, was given an honorary doctor's degree at the 35th Annual Commencement at Armstrong College, Berkeley, California. At the same graduation, the Trustees of the College conferred an honorary doctorate on **J. Evan Armstrong**, founder of the school and for the past 35 years its president.

• **Kenneth Ross**, for the past three years a Gregg representative in California, Arizona, Oregon, Idaho, and Washington, has been promoted to the company's executive staff in New York City; he is the new Specialist in Book-keeping and Accounting, serving both the Gregg and College Divisions of McGraw-Hill Book Company.

## ■ Professional Announcements—

• **Oklahoma.** The 17th annual summer conference at Oklahoma A. & M. College (Stillwater) will be held June

11 and 12. Out-of-state headliners: **Dr. M. Herbert Freeman**, **John A. Pendery**, and **Dr. Vernon A. Musselman**.

• **Washington, D. C.** The annual UBEA Representative Assembly will hold its annual meeting on May 29-30 at the Hotel Statler, **Dr. Paul S. Lomax** presiding.

• **North Dakota.** Fifth annual International Business Education Conference will meet at the University, at Grand Forks, June 3-5. Out-of-state headliners: **Robert E. Slaughter**, **T. James Crawford**, and **Cecil E. Stanley**.

• **Alabama.** The State College for Women, at Montevallo, will sponsor a week-long clinic-workshop, June 8-13.

• **Texas.** At Denton, the sixth annual conference, co-sponsored by North Texas State and Texas State College for Women, June 11-12. Out-of-state headliners: **Dr. Elvin S. Eyster**, **Robert E. Slaughter**, **Dr. Gladys Bowman**, **Clyde I. Blanchard**, **T. James Crawford**, and **Mary Pajunas**.

At Houston, the third annual business education conference will convene June 16-18, with these out-of-state speakers: **Gladys Peck**, **T. James Crawford**, and **Charles E. Zoubek**.

• **New York City.** New York University's 15th annual summer business education conference will be held on July 22. Program: celebration of 80th anniversary of the invention of the typewriter, the 60th anniversary of Gregg Shorthand in the United States, the 50th anniversary of the South-Western Publishing Company, and the 40th anniversary of business-teacher training at NYU.

• **The next International Economic Course** will be held in Italy from September 6 through 20. The group will go to Rome, Florence, Venice, and Milan. Persons interested in attending should correspond with Prof. Hamden L. Forkner, Teachers College, Columbia University, New York City, who is president of the United States Chapter of the international society sponsoring this course.

## ■ A Clinic? A Convention!—

As a special feature of this summer's inauguration of a graduate degree program in business education at Catholic University, in Washington, D. C., there is to be a "clinic." It is to be held on June 19-20-21 at the University, under the sponsorship of the Catholic Business Education Association.

But it is practically a convention, with a 9:00-to-9:00 schedule on Friday, a 9:30-to-9:00 schedule on Saturday, and a 9:30-to-5:00 schedule on

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Sunday. There will be both general sessions and sectional meetings, the latter classified by academic level (for high school and for college teachers) and by subject areas (shorthand, office practice, typewriting, bookkeeping, guidance, teacher-training practices).

Topics range from "Trends in Moral Standards in Business Today," an address by Hugh J. Kelly, senior vice-president of McGraw-Hill, to a demonstration of the first lesson in beginning typewriting, by Dr. John L. Rowe, of Northern Illinois State Teachers College.

There are more than 40 educational leaders (both religious and lay) on the program. Write to Sister M. Therese, Madonna High School, Aurora, Illinois, for a copy of the complete program. Sister is in charge of the new business-education offerings at the University.

#### ■ School News Items—

• Bryant College has purchased a 22,300 square-foot plot at the corner of Cooke Street and Young Orchard Avenue, in Providence, Rhode Island, to enlarge the college campus.

• University of Southern California has installed a chapter of Delta Pi Epsilon. Chapter president is Dr. Jessie Graham; sponsor is Dr. Albert C. Fries. The new chapter is the first DPE organization on the West Coast.

• Indiana State Teachers College (Terre Haute), reports department head Paul F. Muse, will conduct a 2½-week, 4-credit workshop for business teachers, July 20-August 5, with the following visiting consultants: Dr. Vernon Musselman, basic business; Dr. J. Marshall Hanna, bookkeeping; George Wagoner, typewriting; John Pendery, office practice; Goldina Fisher, shorthand.

• Fisher Junior College, in Boston, celebrated its fiftieth anniversary on March 3. The school was established as a business college in 1903, became a junior college in 1951. Celebration included a reception and inspirational talk by President Sanford Fisher.

#### ■ Mountain-Plains Convention Program—

In addition to the most attractive vacation lures ever dangled before business educators (square dancing, mountain-trail riding, hiking, tennis, sight-seeing, Chuck-Wagon Dinner, etc.) the Estes Park convention of the Mountain-Plains Business Education Association, June 19-21, will offer a full, across-the-board program that equals anything business education has seen in recent years.

• On Friday, June 19, there will be registration and exhibit visiting in the morning; then a starter-upper luncheon, with E. C. McGill presiding and Dr. Sam J. Wanous making the keynote address.

At 3:00, the first general session opens, Clyde Blanchard presiding. The session will serve as an introduction to three sectional meetings, to begin thirty minutes later, and will feature introductory talks by the three speakers who will subsequently lead the three sectional meetings: Madeline S. Strony, office practices; Philip S. Pepe, typewriting; and Dr. H. L. Forkner, cooperative education.

At 6:00 there will be an out-on-the-mountainside chuck-wagon dinner, followed by an 8:00 general session, Earl G. Nicks presiding and Dr. Vernon A. Musselman asking, "Are We Teaching Robots or Reasoners?" When he has answered his question, a hill-billy orchestra will start up. There's to be square dancing from 9:00 on.

• On Saturday, June 30, everyone will have breakfast together—everyone who is up by 7:30, that is. The next general session begins at 8:45, Helen B. Borland presiding and Dr. M. Herbert Freeman giving "Specific Suggestions for Improving Instruction in Business Subjects." Following his talk, there will be another thirty-minute introduction to sectional meetings, with these speakers: Doctor Wanous, shorthand; Doctor Musselman, general business; and John A. Pendery, bookkeeping.

A 12:00 luncheon will be followed by a 1:30 business meeting, with President McGill banging the gavel. At 3:00, there's to be a special clinic on electric typewriting, conducted by Marion Wood; and after that, recreation—riding, hiking, tennis, or mountain-viewing from the hotel veranda.

Dinner is set for 6:30, with Mr. McGill presiding and Dr. Forkner telling how "Business Education Gets Down to Business." Square dancing will start again at 9:00.

• Sunday, June 21, includes a breakfast for all and a windup of the convention—except that most persons, doubtless, will stay on in the mountains for the day.

• Cost to conventioners is nominal, even just for the vacation: \$10.50 covers housing and all meals. This is payable to E. C. Archer, State Teachers College, Greeley, Colorado, preferably in advance—in any case, reservations should be sent in to him. The meetings will be held at the YMCA Conference Grounds (and hotel), in Estes Park.

Dr. Kenneth Hansen is general chairman, Elsie M. Jevons is program chairman, Mr. Archer is accommodations chairman, and E. C. McGill is president of the Association.

#### ■ Meet Some New Presidents—

Of the North Carolina BEA (a department of the state education association), Mrs. W. W. Howell, of Greenville High School, succeeding Lois Frazier. Mrs. Howell's associates will



Robert H. Bush . . . now PR man

be William P. Warren, Candler High School, vice-president; and Carrie Hickman, Cramerton High School, secretary-treasurer . . . of the Georgia BEA, Gerald B. Robins, of the University of Georgia, Athens; his associates, J. T. Coen, Atlanta, vice-president; and Matilda Beard, West Fulton High School, secretary-treasurer. Mr. Robins succeeds Elisabeth Anthony, of GSCW, serves until the annual meeting next March . . .

Of the southern division of the Wisconsin BEA: Raymond Larson, Middleton High School, along with Willard Borchert, Sun Prairie High School, vice-president; and Joyce Rohde, Randolph High School, secretary . . . of District VIII, of Texas BEA: Elizabeth Henderson, East Texas STC, Commerce; with Ray E. Kerby, Sulphur Springs, vice-president; and Maggie Smith, Waskom High, secretary-treasurer. . . .

#### ■ Stanley Re-Elected by NASSDE—

For the first time in its history, the National Association of State Supervisors of Distributive Education has re-elected a president: Cecil E. Stanley, Nebraska state DE supervisor. The election was held at the NASSDE meeting in Boston at the time of the AVA convention.

Immediate objective of Mr. Stanley and his associates: to help clear up the turmoil in Washington concerning the proposed reorganization of the Business Education Service in the Office of Education.

#### ■ Educational News Briefs—

• **California:** A bill in the state legislature would strip adult education, require that all classes be held in school buildings. If passed, the law will eliminate all instruction in hospitals, homes for the blind, etc.

• **Washington:** The NEA Research Division has come up with a composite picture of "the rural teacher": a woman, about 42; odds are three to one that she is married; whether high school or

elementary school, she teaches children in about four different grades; she owns her own car (3½ years old) and shares rides to school with another teacher; most likely not to have a telephone; dares not talk about sex, politics, church, communism; earns about \$2400 a year, and is currently about \$1,000 in debt; if she goes to summer school, as she has to do every two or three years, she'll have to borrow the money (average, \$177) to cover her expenses.

• **Chicago:** Superintendent Herold Hunt has resigned to accept a position at Harvard; now Chicago is looking for a new superintendent.

• **Washington:** Some 80,000 ex-servicemen become eligible for educational benefits each month under the Korean GI Bill.

#### ■ Textbook Publishers Add PR Man—

The American Textbook Publishers Institute, in an expansion of its services, has added Robert H. Bush to its staff as a public relations officer. Mr. Bush was most recently associated with Cecil & Presbrey, New York City advertising agency.

The Institute is a voluntary nonprofit organization of leading textbook publishers; Mr. Bush's responsibility will be to make better known the services and activities of the Institute in improving textbook manufacture and distribution.

#### ■ Distress in Washington—

The U. S. Office of Education is in trouble.

• **The Korean GI Bill** requires the Office to assist in administering the bill (working with state officials to accredit schools for vet training, etc.) but does not give the Office an appropriation for its work. Anticipating that an appropriation would be forthcoming, and with full approval of the Budget Bureau, the Office has spent \$259,000 of its regular funds for its extra GI work. Now Congress has refused to make up the expenditure, stating that the GI duty was "plus" work for the regular Office staff. So, the Office is out \$259,000 worth of salaries.

• **The Office of Education** has about 460 persons on the staff, runs a payroll of \$3 million. To make up the \$259,000 deficit, 40 staff members have been released, 28 positions have been abolished, about 300 employees may be asked to go on payless furloughs, manuscripts in process will not be published, staff members are cancelling out of conventions, morale is at an historically low ebb, and many are looking for opportunities for work elsewhere.

• **Ironic note:** At the recent Atlantic City convention of the AASA, the Armed Forces had a huge, costly display, manned by a full crew; the Office of Education had a minimum-sized exhibit, manned by two persons.

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# New Business Equipment

**WALTER M. LANGE**  
Assistant Editor  
Gregg Magazines

## ■ New Portable Typewriter—

A completely new Correspondent Portable Typewriter has been announced by the makers of Underwood Typewriters. Equipped with advanced design Perma-Pack carrying case, it



features an exclusive family keyboard with all the common arithmetical signs and the usual business symbols.

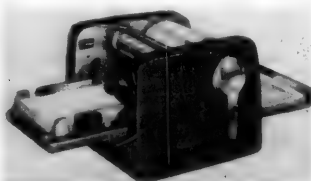
• **Other features:** Balanced-segment shift; "See-Set" margins; single, double, and triple spacing; standard-spaced keyboard; finger-form keys; automatic ribbon reverse; and color styling for eye comfort.

## ■ New Checkwriter—

Checkwriting and complete bank-account protection become a serious problem when extra carbon copies of the check are needed. Now, Safeguard Corporation, Lansdale, Pennsylvania, is co-operating with banks and industrial users to overcome the difficulties encountered by developing checkwriters that "can take it." A sturdy, welded steel housing-frame combination with steel reinforcements has been developed to withstand the high pressures encountered when going through three thicknesses of checks and two carbon copies. The equipment is also being adjusted individually to the weight of the check paper used.

## ■ Spirit Duplicator—

A new spirit duplicator, the Conqueror Spirit Duplicator, that prints



up to five colors and incorporates all the desirable features popular with

school educators has been announced by the Heyer Corporation.

• **Features:** Visible fluid supply when filling and operating; adjustable pressure control assures maximum runs; master clamp, calibrated for centering of any size paper, assures easy attachment of master to cylinder; raise-and-lower control range of six inches; and perfect registration.

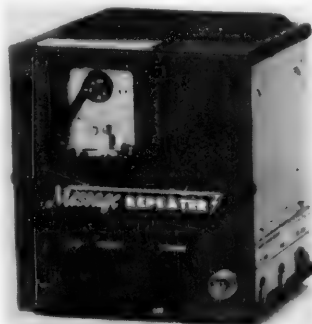
## ■ Legal-Document Stencils—

Two new stencils specially designed for the duplication of legal documents should be of particular interest to persons concerned with preparing, handling, and duplicating these papers. By using these stencils, you can produce as many copies as you need from one typing and, by duplicating on plain paper, eliminate the use of expensive legal document paper.

• **One of these new stencils** (No. 960-L-25485) has a double line die-impressed into the stencil about 1 2/5 inches from the left edge; the other (No. 960-L-24067), besides the line, has line numbers double-spaced and die-impressed into it. These lines and numbers reproduce on the copies when the stencil is run on the mimeograph, thus doing away with the necessity of using special document paper. For further information, write to A. B. Dick Company, 5700 W. Touhy Avenue, Chicago 31, Illinois.

## ■ Midget Tape Recorder—

A new, portable tape recorder for school use is now available from Mo-



hawk Business Machines Corp., 47 West Street, New York City. Weighing less than six pounds and only six inches long, the Message-Repeater contains a complete recording-playback system that is simple enough to be operated by a pupil in the lower grades. The device will register messages up to two minutes in length; and, despite its small size, it may be equipped with a booster and external speakers to operate as a public address system.

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## OGA Membership Test

### FOOD FOR THOUGHT

**D**URING THE DARK DAYS of the depression, Henry Ford was asked what he would do if he could not find a job. "That could not happen to me," Mr. Ford replied. "I would make my own job. I would take a row of not-too-big houses and, starting at the top of the street, I would begin to fix and tidy up everything that I saw wrong, and without asking for pay. I know that, before I reached the end of the street, I would be asked to do many odd jobs for which I would be paid.

"The trouble is that when people say they want work, they mean they want wages; and, because they put wages ahead of work, they do not get either.

"There is always plenty of work to do, and any man who wants to work will find someone eager to pay him wages." (129)—Adapted

## Junior OGA Test

Dear June,

Sorry you could not join us for our first swimming party of the year. There will be lots of other times, though.<sup>1</sup> We really had a grand time—the weather was lovely. We all got a nice sunburn. And, believe it or not, not one of us overdid it this year!

We stayed on the beach till late afternoon and then went to the amusement park.<sup>3</sup> They have two thrilling new rides.

We expect to have another beach party soon. Hope you can make it.

Love,  
Helen (79)

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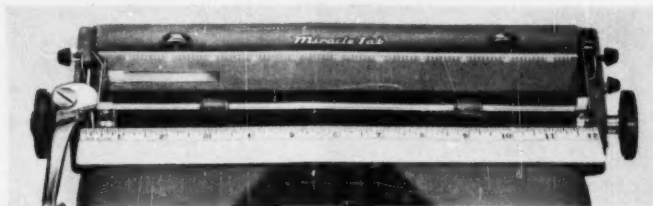
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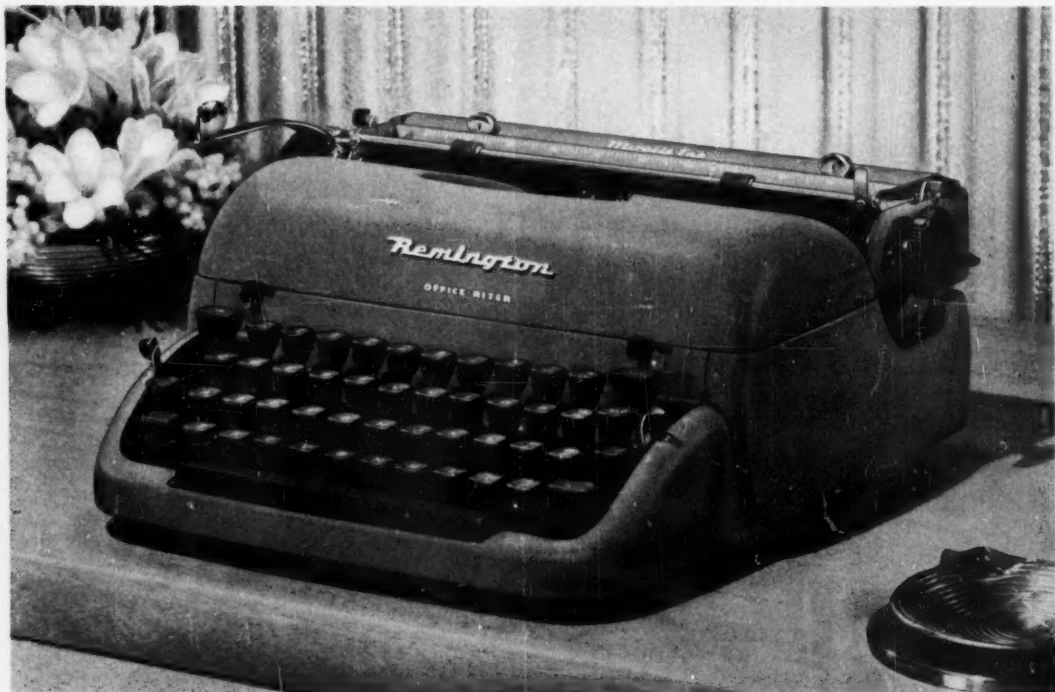
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